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ABSTRACT

The first annual report of the State Board of Education and the Board of Regents of the University of Idaho encompasses a listing of directors, titles, address, and terms of office; director or principal administrative officer; employee count; organizational chart of the department; condensed listing of legal references relating to the department; listing of duties and responsibilities; summary of income; aid and grant programs; grants received and source; income by source; expenditures by major class code; major policy adoptions or changes; new program responsibilities; narrative description of significant developments in each division; and a statement of number of copies prepared; accurate estimate of cost; and dissemination of the report. (MJM)

ED104301

First Annual Report

of the

State Board of Education

and

Board of Regents of the University of Idaho

Including Reports

of

Office of the State Board of Education
State Department of Education
University of Idaho
  General Education
  Agricultural Research
  Cooperative Extension Services
  Short Term Applied Research
  Forest Utilization Research
Idaho State University
Boise State University
Lewis-Clark State College
Vocational Education
Eastern Idaho Vocational-Technical School
Vocational Rehabilitation
State School for the Deaf and the Blind
State Library
State Historical Society
Idaho Pioneer Association
College of Southern Idaho
North Idaho College

For Fiscal 1974

BOISE, IDAHO

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
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HE 006 429

STATE OF IDAHO

STATE BOARD of EDUCATION

Office of the Executive Director
for Higher Education

413 Idaho Street
Boise, Idaho 83702

To the Governor
and
The Legislature of the State of Idaho:

In accordance with the provisions of Section 67-2509, Idaho Code, I am pleased to submit the first Annual Report of the State Board of Education. The Report covers the year July 1, 1973 to June 30, 1974. The Report covers some agencies not under the direct governance of the Board until July 1, 1974. However, these agencies have agreed to include their reports for the purpose of furnishing a base of information upon which to plan for future activities.

Respectfully submitted,

J. P. Munson, M.D.,
President,
State Board of Education

Boise, Idaho
December 1, 1974

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STATE BOARD OF EDUCATION

BOARD OF REGENTS OF THE UNIVERSITY OF IDAHO

BOARD OF TRUSTEES FOR IDAHO STATE UNIVERSITY

BOARD OF TRUSTEES FOR BOISE STATE UNIVERSITY

BOARD OF TRUSTEES FOR LEWIS-CLARK STATE COLLEGE

STATE BOARD FOR VOCATIONAL EDUCATION

STATE BOARD FOR VOCATIONAL REHABILITATION

BOARD OF TRUSTEES FOR THE STATE SCHOOL FOR THE DEAF AND BLIND

STATE POSTSECONDARY PLANNING COMMISSION

STATE HIGHER EDUCATION FACILITIES COMMISSION

Members	Address	Term Expires
J. P. Munson, M.D., President	Sandpoint	3/76
A. L. Alford, Jr., Vice President	Lewiston	3/78
Janet Hay, Secretary	Nampa	3/74
Edward L. Benoit	Twin Falls	3/77
D. F. Engelking, State Supt.	Boise	12/74
Leno D. Sepp, D.D.S.	Lava Hot Springs	3/79
John W. Swartley, M.D.	Boise	3/75
Kenneth Thatcher	Idaho Falls	3/75

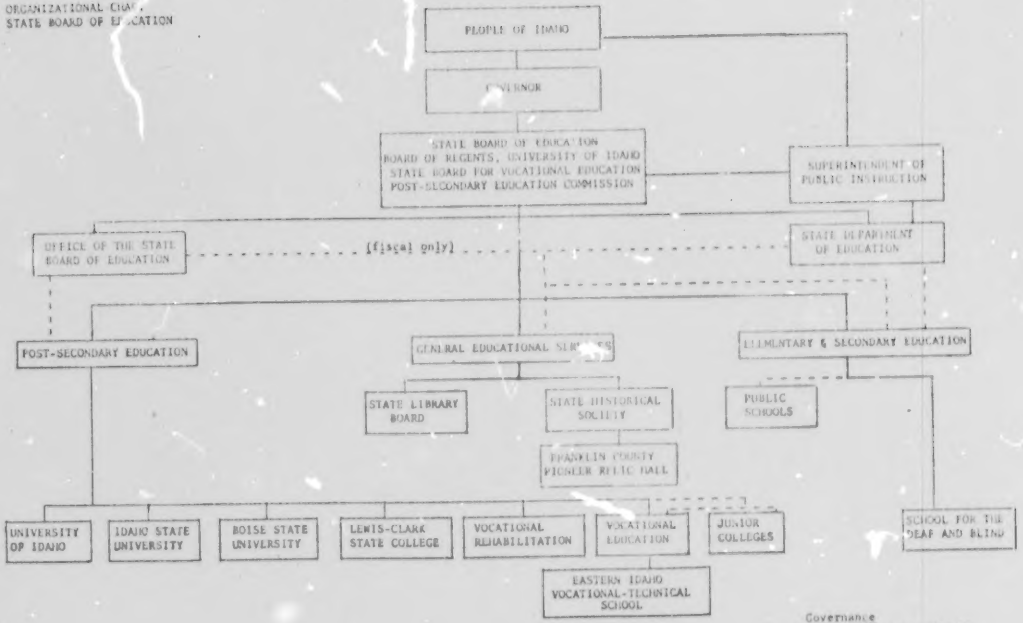
ADMINISTRATIVE OFFICERS

State Department of Education	D. F. Engelking
Office of the State Board of Education	Milton Small
University of Idaho	Ernest W. Hartung
Idaho State University	William E. Davis
Boise State University	John B. Barnes
Lewis-Clark State College	Jerald O. Dugger
Vocational Education	Roy D. Irons
Eastern Idaho Vocational Technical School	John Christofferson
Vocational Rehabilitation	Ray W. Turner
State School for the Deaf and the Blind	Edward W. Reay
State Library	Helen M. Miller
State Historical Society	Merle W. Wells
Idaho Pioneer Association	Marlo Woodward
College of Southern Idaho	James L. Taylor
North Idaho College	Barry G. Schuler

NUMBER OF EMPLOYEE POSITIONS BY CLASSIFICATION
(As of June 30, with estimates of average annual numbers of graduate assistants and irregular help)

Institution or Agency	Exempt Admin. F'73	Exempt Admin. F'74	Exempt Instruct. F'73	Exempt Instruct. F'74	Classified F'73	Classified F'74	Grad. AsstS. F'73	Grad. AsstS. F'74	Irreg. Help F'73	Irreg. Help F'74	Totals F'73	Totals F'74
Office of the State Board of Education	10.5	10.5	--	--	10.5	10.5	--	--	0.5	0.5	21.5	21.5
State Department of Education	54.0	50.0	--	--	70.0	62.0	--	--	--	--	124.0	112.0
University of Idaho (General Education)	87.7	98.6	447.3	450.2	393.2	400.8	44.8	36.0	101.9	113.5	1,074.9	1,099.1
University of Idaho (Agricultural Research)	--	--	85.3	86.9	61.7	61.0	8.0	8.4	38.2	39.6	193.2	196.0
University of Idaho (Coop. Extension Service)	--	--	140.3	139.6	28.2	25.2	--	--	37.2	35.7	205.7	200.5
University of Idaho (S.T.A.R.)	--	--	0.4	0.4	--	--	1.8	2.0	1.6	1.3	3.8	3.7
University of Idaho (For. Util. Research)	--	--	--	3.0	--	1.0	--	1.5	--	1.2	--	6.7
Idaho State University	44.0	44.0	384.8	374.3	367.9	379.2	20.0	20.6	99.3	100.6	915.9	918.7
Boise State University	73.0	81.0	341.0	369.0	229.0	226.0	--	--	35.0	36.0	678.0	712.0
Lewis-Clark State College	18.0	19.0	95.0	100.0	48.0	53.0	--	--	69.0	64.0	230.0	236.0
Vocational Education	16.0	19.0	--	--	20.0	25.0	--	--	--	--	36.0	44.0
East. Idaho Vocational-Technical School	2.0	3.0	13.0	14.0	6.0	6.0	--	--	8.0	16.0	29.0	39.0
Vocational Rehabilitation	7.0	7.0	47.0	57.0	47.0	48.0	--	--	3.0	3.0	104.0	115.0
State School for the Deaf and the Blind	4.0	4.0	[illegible]	47.0	58.0	59.0	--	--	16.0	21.0	117.0	133.0
State Library	1.0	1.0	--	--	23.0	24.0	--	--	--	--	24.0	25.0
State Historical Society	1.0	1.0	1.0	1.0	19.0	20.0	--	--	2.0	2.0	23.0	24.0
Idaho Pioneer Association	--	--	--	--	--	--	--	--	0.3	0.3	0.3	0.3
[illegible]lege of [illegible]ho	2.0	3.0	96.0	112.0	69.0	83.0	--	--	--	--	167.0	19[illegible]
[illegible]orth Idaho College	9.0	8.0	78.0	74.0	29.0	29.0			[illegible]	[illegible]	[illegible]	[illegible]

ORGANIZATIONAL CHART
STATE BOARD OF EDUCATION



Governance
Coordination/Supervision

FOREWORD

The State Board of Education and Board of Regents of the University of Idaho has the responsibility for all educational activities participated in by the citizens of Idaho. The Board has the immediate governance of the State Department of Education, the four state senior institutions of higher education, the State School for the Deaf and the Blind, Vocational Education, Eastern Idaho Vocational-Technical School, Vocational Rehabilitation, and the Office of the State Board of Education. The Board also has responsibility for the State Library, the State Historical Society, and the Idaho Pioneer Association. The Board has general supervision, government, and control of the public school system and of the College of Southern Idaho and North Idaho College. Functions of the Board are administered through the Office of the State Board of Education.

Although a Biennial Report, for 1972-1974, is being prepared as prescribed by statute, this Annual Report for 1973-74 is being prepared to satisfy the statutory requirements as set forth in Section 67-2509, Idaho Code.

Detailed information concerning the various institutions and agencies under the governance of the State Board of Education is being furnished to the necessary state agencies. Such information, therefore, is not included in this report except to make clear the scope of activities for which the Board is responsible. Additional detail concerning the institutions or agencies under the Board is available from the institutions or agencies or from the Office of the State Board of Education upon request.

LEGAL REFERENCES CONCERNING THE STATE BOARD OF EDUCATION
AND THE INSTITUTIONS AND AGENCIES
UNDER THE GOVERNANCE AND CONTROL
OF THE STATE BOARD

Article IX, Section 2, of the State Constitution establishes the State Board of Education, the membership, the powers, and the duties to be prescribed by Law.

Title 33, Idaho Code, sets forth statutes giving authority and direction to the State Board of Education and to the institutions and agencies under the governance and control of the Board.

Title 67, Idaho Code, is concerned with matters of classified personnel and with reporting procedures. The Board and its various institutions and agencies comply with all pertinent portions of this Title.

DUTIES AND RESPONSIBILITIES

By constitutional and statutory authority, the State Board of Education has "The general supervision of the state education institutions and public school system of the State of Idaho,..." (Article IX, Sec. 2, Constitution) "The state board shall perform all duties prescribed for it by the school laws of the state; have general supervision and direction of all departments of public education supported in whole or in part by state funds; enforce the school laws; study the educational conditions and needs of the state; and recommend to the legislature needed changes in existing laws, or additional legislation." (Section 33-107, Idaho Code) "The Board is responsible, as the officially appointed State Commission, for the administration of the Higher Education Facilities Act of 1963, and for Titles I, VI-A, and VII-A of the Higher Education Act of 1965. The Board shall prepare a budget of necessary expenditures of its executive department, and shall have control of all moneys appropriated for said purposes." (Section 33-106, Idaho Code) "The Board shall define the limits of all instruction in the educational institutions supported in whole or in part by the state and prevent wasteful duplication of effort." (Section 33-113, Idaho Code)

SUMMARY OF INCOME

The Summary of Income shown following for the institutions and agencies listed on the cover page indicate only major sources of income through appropriations or dedicated taxes for the fiscal years. Other Income, to be shown later, is made up of Beginning Encumbrances, Cash Sales, Interest, and Miscellaneous Sources as indicated.

The Summary of Income, therefore, will not always match the totals shown for Income by Source.

SUMMARY OF INCOME

OFFICE OF THE STATE BOARD OF EDUCATION	Fiscal 1973	Fiscal 1974
State General Funds	341,149	1,010,767
Federal	178,273	277,865
Receipts to Appropriations	181,312	228,534
TOTAL	700,734	1,517,166
STATE DEPARTMENT OF EDUCATION		
State General Funds	766,483	853,700
Federal	9,929,147	13,555,936
Dedicated & Special Funds	1,081,729	943,616
Other Funds	250,000	310,570
TOTAL	12,027,359	15,663,822
UNIVERSITY OF IDAHO (General Education)		
State General Funds	12,144,075.00	13,185,526.00
State Endowment Funds	891,796.74	1,185,322.29
Federal	206,575.00	204,935.00
Receipts to Appropriations	1,622,940.88	1,801,817.51
TOTAL	14,865,387.62	16,377,600.80
UNIVERSITY OF IDAHO (Agricultural Research)		
State General Funds	1,725,868.00	1,878,600.00
Federal	813,384.41	828,744.00
Receipts to Appropriations	181,482.13	223,535.39
TOTAL	2,720,734.54	2,930,879.39

SUMMARY OF INCOME (CON'T)

UNIVERSITY OF IDAHO (Cooperative Extension Service)	Fiscal 1973	Fiscal 1974
State General Funds	1,100,000.00	1,200,000.00
Federal	1,264,486.54	1,382,355.53
Receipts to Appropriations	4,254.13	57,770.50
TOTAL	2,368,740.67	2,640,126.03
UNIVERSITY OF IDAHO (Short Term Applied Research		
State General Funds	49,050.00	50,000.00
TOTAL	49,050.00	50,000.00
UNIVERSITY OF IDAHO (Forest Utilization Research)		
State General Funds	---	75,000.00
TOTAL	---	75,000.00
IDAHO STATE UNIVERSITY		
State General Funds	9,033,261	9,545,728
State Endowment Funds	254,501	513,132
Receipts to Appropriations	1,090,284	761,056
Vocational-Technical	1,508,256	1,820,233
Educational Television	---	165,454
TOTAL	11,886,302	12,805,603
BOISE STATE UNIVERSITY		
State General Funds	7,208,437	8,002,252
Receipts to Appropriations	628,001	718,439
Vocational Education	544,819	701,755
Educational Television	---	202,725
TOTAL	8,381,257	9,625,171

SUMMARY OF INCOME (CON'T)

LEWIS-CLARK STATE COLLEGE	Fiscal 1973	Fiscal 1974
State General Funds	1,082,703	1,064,389
State Endowment Funds	200,333	300,558
Receipts to Appropriations	125,505	111,544
Vocational-Technical	400,000	600,000
TOTAL	1,808,541	2,076,491
VOCATIONAL EDUCATION		
State General Funds	4,000,000	4,900,000
Federal	2,950,761	3,470,788
TOTAL	6,950,761	8,370,788
EASTERN IDAHO VOCATIONAL-TECHNICAL SCHOOL		
State General Funds	228,459.00	346,387.00
Federal	28,356.00	14,580.00
Federal Work Study	13,574.31	9,371.88
Student Fees	30,994.59	37,920.75
TOTAL	301,383.90	408,259.63
VOCATIONAL REHABILITATION		
State General Funds	599,440	613,000
Federal	3,050,751	3,662,021
Third-party matching	239,417	245,046
TOTAL	3,889,608	4,520,067

SUMMARY OF INCOME (CON'T)

STATE SCHOOL FOR THE DEAF AND THE BLIND	Fiscal 1973	Fiscal 1974
State General Funds	857,915	982,500
State Endowment Funds	12,057	13,810
Federal	95,682	197,515
Receipts to Appropriations	21,069	21,559
TOTAL	986,723	1,215,384
STATE LIBRARY		
State General Funds	245,100	282,300
Federal	415,600	328,400
Receipts to Appropriations	3,800	3,500
TOTAL	664,500	614,200
STATE HISTORICAL SOCIETY		
General fund	150,000	159,000
Federal funds	69,300	147,800
Other funds	24,800	28,600
TOTAL	244,100	335,400
IDAHO PIONEER ASSOCIATION		
State General Funds	1,500	5,400
TOTAL	1,500	5,400

SUMMARY OF INCOME (CON'T)

COLLEGE OF SOUTHERN IDAHO	Fiscal 1973	Fiscal 1974
State General Funds	1,330,950	1,586,862
Federal	78,602	---
County	446,407	470,000
Student Fees	305,131	313,000
Liquor Taxes	122,688	101,000
Misc.	38,771	23,000
TOTAL	2,322,609	2,493,862
NORTH IDAHO COLLEGE		
State General Funds	867,879	1,136,918
Federal	104,926	48,607
County	380,338	450,019
Aux. Services	272,264	333,350
Liquor Taxes	82,213	74,960
TOTAL	1,707,620*	2,043,854*

* Does not include dept. sales, interest, or misc.

AID AND GRANT PROGRAMS

UNIVERSITY OF IDAHO (General Education)	Fiscal 1973 No.	Fiscal 1973 Amount	Fiscal 1974 No.	Fiscal 1974 Amount
College Work Study Program	308	24,717	281	19,623
National Direct Student Loans	748	29,650	728	30,543
Institutional Employment	650	225,000	650	237,000
Graduate Assistants	79	399,882	144	419,683
TOTAL	1,885	679,249	1,803	706,849
UNIVERSITY OF IDAHO (Agricultural Research)				
Institutional Employment	138	84,000	138	90,000
Graduate Assistants	32	96,720	33	102,786
TOTAL	170	180,720	171	192,786
UNIVERSITY OF IDAHO (Cooperative Extension Service)				
Institutional Employment	50	13,000	50	14,000
TOTAL	50	13,000	50	14,000
UNIVERSITY OF IDAHO (Short Term Applied Research)				
Graduate Assistants	7	18,241	8	24,104
TOTAL	7	18,241	8	24,104
UNIVERSITY OF IDAHO (Forest Utilization Research)				
Graduate Assistants	--	---	6	20,160
TOTAL	--	---	6	20,160

AID AND GRANT PROGRAMS (CON'T)

IDAHO STATE UNIVERSITY	Fiscal 1973 No.	Fiscal 1973 Amount	Fiscal 1974 No.	Fiscal 1974 Amount
College Work Study Program	754	81,684	627	71,072
National Direct Student Loans	516	24,000	526	23,835
Health Professions	59	4,010	67	6,000
Loans Nursing	54	3,817	44	2,636
Institutional Employment	275	171,875	276	193,115
Graduate Fellowships	24	62,400	32	83,200
Direct	25	11,000	26	11,000
TOTAL	1,707	356,786	1,598	390,858
BOISE STATE UNIVERSITY				
College Work Study Program	401	35,000	423	48,531
National Direct Student Loans	405	16,786	569	21,103
Institutional Employment	144	90,926	151	95,327
TOTAL	950	142,712	1,143	164,961
LEWIS-CLARK STATE COLLEGE				
College Work Study Program	48	5,463	27	2,318
Institutional Employment	167	64,886	166	63,352
TOTAL	215	70,349	193	65,670
EASTERN IDAHO VOCATIONAL-TECHNICAL SCHOOL				
College Work Study Program	--	--	1	704
TOTAL	--	--	1	704

AID AND GRANT PROGRAMS (CON'T)

COLLEGE OF SOUTHERN IDAHO	Fiscal 1973 No.	Fiscal 1973 Amount	Fiscal 1974 No.	Fiscal 1974 Amount
College Work Study Program	392	41,704	219	35,105
National Direct Student Loans	258	8,870	274	9,699
Loans Nursing	12	1,025	23	594
Other Loans & Scholarships	--	---	64	4,408
TOTAL	662	51,599	580	49,806
NORTH IDAHO COLLEGE				
College Work Study Program	60	3,738	56	3,887
National Direct Student Loans	64	1,479	67	1,959
Loans Nursing	72	619	71	815
Institutional Employment	6	2,871	12	2,237
Tuition Grant	64	16,079	98	26,717
TOTAL	266	24,786	304	35,615

GRANTS RECEIVED

OFFICE OF THE STATE BOARD OF EDUCATION	Fiscal 1973 No.	Fiscal 1973 Amount	Fiscal 1974 No.	Fiscal 1974 Amount
State	1	23,000	1	5,000
Federal	3	173,921	3	188,744
TOTAL	4	196,921	4	193,744

INCOME BY SOURCE

The Income by Source for the various institutions and agencies includes Beginning Encumbrances and such title may include Beginning Cash Balances. In cases in which the two can be separated, both are shown. The General Fund income may not equal the appropriated General Fund for the fiscal year shown. It has been determined that, in some unusual cases, a General Fund appropriation was allowed to be slightly overspent. It is more usual that the General Fund amount would be underspent and the residual amount would, therefore, be included in "Other" in the Expenditures by Major Code. Another difference appearing in Income by Source is involved in Federal funds. Anticipated Federal fund amounts were not always equal to the received amount, even though such anticipated amounts might have been appropriated.

Detailed information for both Income by Source and Expenditures by Major Code is included in required reports to the Budget Division.

INCOME BY SOURCE

OFFICE OF THE STATE BOARD OF EDUCATION	Fiscal 1973	Fiscal 1974
Beginning encumbrances	8,293	1,134*
General Fund	354,477	1,029,344
Student Fees & Tuition	174,936	204,297
Federal	184,705	264,055
Miscellaneous	42,142	48,884
TOTAL	764,553	1,547,714

* $8,151 transferred to Idaho Nuclear Energy Comm. for research.

STATE DEPARTMENT OF EDUCATION		
Beginning Cash Balance	1,080,297	988,372
Beginning encumbrances	234,298	604,456
General Fund	766,483	853,700
Federal	9,938,473	11,404,389
Miscellaneous	1,347,826	1,039,643
TOTAL	13,367,377	14,890,560

UNIVERSITY OF IDAHO (General Education)		
Uncncumbered Balance	21,180.75	414,161.66
Beginning encumbrances	438,883.75	414,840.97
General Fund	12,144,075.00	13,185,526.00
State Endowments	891,796.74	1,185,322.29
Student Fees & Tuition	1,387,176.59	1,468,684.00
Federal	206,575.00	204,935.00
Fees and Sales	51,249.73	50,716.02
Miscellaneous	184,514.56	282,417.49
TOTAL	15,325,452.12	17,006,603.43

INCOME BY SOURCE (CON'T)

UNIVERSITY OF IDAHO (Agricultural Research)	Fiscal 1973	Fiscal 1974
Unencumbered Balance	22,656.68	55,494.15
Beginning encumbrances	71,788.57	161,893.14
General Fund	1,725,868.00	1,878,600.00
Federal	813,384.41	828,744.00
Sale of Goods	181,482.13	172,981.46
Miscellaneous	---	50,553.93
TOTAL	2,815,179.79	3,148,266.68
UNIVERSITY OF IDAHO (Cooperative Extension Service)		
Unencumbered Balance	38,928.80	94,029.24
Beginning encumbrances	21,344.19	43,957.24
General Fund	1,100,000.00	1,200,000.00
Federal	1,264,486.54	1,382,355.53
Miscellaneous	4,254.13	57,770.50
TOTAL	2,429,013.66	2,778,112.51
UNIVERSITY OF IDAHO (Short Term Applied Research)		
Unencumbered Balance	---	(1,824.35)
Beginning encumbrances	1,324.58	2,281.48
General Fund	49,050.00	50,000.00
TOTAL	50,374.58	50,457.13
UNIVERSITY OF IDAHO (Forest Utilization Research)		
General Fund	---	75,000.00
TOTAL	---	75,000.00

INCOME BY SOURCE (CON'T)

IDAHO STATE UNIVERSITY	Fiscal 1973	Fiscal 1974
Beginning encumbrances	616,511	809,415
General Fund	9,033,261	9,545,728
State Endowments	254,501	513,132
Student Fees & Tuition	696,326	679,331
Miscellaneous	1,902,214	2,067,412
TOTAL	12,502,813	13,615,018
BOISE STATE UNIVERSITY		
Beginning encumbrances	257,573	372,455
General Fund	7,208,437	8,002,252
Student Fees & Tuition	628,001	648,704
Miscellaneous	544,819	974,215
TOTAL	8,638,830	9,997,626
LEWIS-CLARK STATE COLLEGE		
Beginning encumbrances & cash bal.	140,085	128,680[1]
General Fund	1,082,703	1,064,389
State Endowments	200,333	300,558
Student Fees & Tuition	116,723	104,235
Federal	45,305	(12,514)[2]
Miscellaneous	408,782	607,309
TOTAL	1,993,931	2,192,657

[1]$9,507 Encumbered at 6-30-73, Cancelled 7-1-73.

[2]$5,000 received in FY 1974 less beginning encumbrance $17,514 which was reported as received in FY 1973. Adjustment necessary to avoid double counting.

INCOME BY SOURCE (CON'T)

VOCATIONAL EDUCATION	Fiscal 1973	Fiscal 1974
Beginning encumbrances	2,427,915	2,529,336
General Fund	4,000,000	4,900,000
Federal	2,950,761	3,470,788
TOTAL	9,378,676	10,900,124
EASTERN IDAHO VOCATIONAL-TECHNICAL SCHOOL		
Beginning encumbrances	25,783.49	5,064.64
General Fund	228,459.00	346,387.00
Student Fees & Tuition	30,994.59	37,920.75
Federal	41,930.31	24,655.88
TOTAL	327,167.39	414,028.27
VOCATIONAL REHABILITATION		
General Fund	599,440	613,000
Federal	3,050,751	3,662,021
Miscellaneous	239,417	245,046
TOTAL	3,889,608	4,520,067
STATE SCHOOL FOR THE DEAF AND THE BLIND		
Beginning encumbrances	18,830	4,514
General Fund	557,915	982,500
State Endowments	12,057	13,810
Student Fees & Tuition	19,912	20,344
Federal	95,582	197,515
Fees and Sales	929	1,138
Miscellaneous	228	77
TOTAL	1,005,553	1,219,898

INCOME BY SOURCE (CON'T)

STATE LIBRARY	Fiscal 1973	Fiscal 1974
Beginning encumbrances	88,300	55,800
General Fund	245,100	282.300
Federal	415,600	328,400
Miscellaneous	3,800	3,500
TOTAL	752,800	670,000
STATE HISTORICAL SOCIETY		
Beginning encumbrances	8,100	3,100
General Fund	150,000	159,000
Federal	69,300	147,800
Fees	6,600	11,000
Sale of Goods	14,500	11,800
Interest	1,600	1,700
Miscellaneous	2,100	4,100
TOTAL	252,200	338,500
IDAHO PIONEER ASSOCIATION		
General Fund	1,500	1,500
TOTAL	1,500	1,500
COLLEGE OF SOUTHERN IDAHO		
General Fund	1,330,950	1,586,862
Student Fees & Tuition	305,131	313,000
Federal	78,602	---
County	569,155	571,000
Interest	14,281	11,000
Miscellaneous	24,490	12,000
TOTAL	2,322,609	2,493,862

INCOME BY SOURCE (CON'T)

NORTH IDAHO COLLEGE	Fiscal 1973	Fiscal 1974
General Fund	867,879	1,136,918
Student Fees & Tuition	410,336	438,409
Federal	104,926	48,607
County	356,744	420,427
Sales Taxes	23,594	29,592
Other Taxes	82,213	74,960
Fees and Sales	40,174	46,906
Sale of Goods	227,559	284,543
Interest	11,205	28,764
Miscellaneous	15,109	11,284
TOTAL	2,139,739*	2,520,410*

* The difference between these totals and the totals shown under item 3 (Summary of Income) is the result of the inclusion here of Fees and Sales, Interest, Miscellaneous and Student Fees and Tuition (except for Aux. Services fees which are included in both totals).

EXPENDITURES BY MAJOR CLASS CODE

The Expenditures shown for each institution or agency are as reported by them in accordance with the Fiscal Manual definitions. Some institutions or agencies, not yet fully in compliance with the Manual, have had to rearrange data for fiscal 1973. In these cases, exact amounts might have differed had the Manual directions been fully implemented in that year.

Ending Encumbrances may be either such or they may be cash balances or a combination of both. In most cases, "Other" indicates additional funds neither spent nor maintained as an Ending Encumbrance. These funds may or may not be revertable to the General Fund.

Each institution or agency report for Expenditures by Major Class Code totals to the Grand Total shown in Income by Source. The total is achieved by adding all the Expenditures to the Ending Encumbrances and to Other.

EXPENDITURES BY MAJOR CLASS CODE
Fiscal 1973 and Fiscal 1974

OFFICE OF THE STATE BOARD OF EDUCATION	Fiscal 1973	Fiscal 1974
Salaries and Wages	348,010	366,983
Personnel Benefits	36,227	31,424
Travel	41,910	42,001
Professional Services	6,700	17,794
Other Services	13,290	19,216
Communications	15,065	14,745
Materials and Supplies	11,153	8,130
Rent	28,715	27,243
Repairs and Maintenance	1,304	751
Misc. Operating Expenses	7,884	42,787
Equipment	3,641	1,252
Payments as Agent	186,835	944,840
TOTAL	700,734	1,517,166
Ending Encumbrances	9,285	6,257
Other	54,534	24,291
GRAND TOTAL	764,553	1,547,714

EXPENDITURES BY MAJOR CLASS CODE
Fiscal 1973 and Fiscal 1974

STATE DEPARTMENT OF EDUCATION	Fiscal 1973	Fiscal 1974
Salaries and Wages	1,782,054	1,723,046
Personnel Benefits	149,753	192,815
Travel	125,294	137,847
Professional Services	157,083	93,528
Other Services	119,560	205,612
Communications	66,618	62,135
Materials and Supplies	37,066	70,307
Rentals	223,550	237,786
Repairs and Maintenance	10,594	8,839
Misc. Operating Expenses	697	11,181
Land, Structures & Improv.	13,606	---
Equipment	23,953	16,831
Payments as Agent	9,027,522	10,717,459
TOTAL	11,737,350	13,477,386
Ending Encumbrances	604,456	461,447
Other	1,025,571	951,727
GRAND TOTAL	13,367,377	14,890,560

EXPENDITURES BY MAJOR CLASS CODE
Fiscal 1973 and 1974

UNIVERSITY OF IDAHO (General Education)	Fiscal 1973	Fiscal 1974
Salaries and Wages	10,244,199.05	11,406,084.26
Personnel Benefits	978,048.37	1,085,910.03
Travel	187,358.95	240,699.56
Professional Services	102,330.79	68,480.36
Other Services	430,905.25	389,939.30
Communications	199,764.40	226,630.04
Utilities	477,808.93	541,113.18
Materials and Supplies	426,843.91	468,468.59
Repairs and Maintenance	372,366.68	530,808.82
Rentals	211,865.54	106,587.66
Misc. Operating Expenses	95,797.19	83,083.26
Land, Structures & Improv.	234,815.29	403,358.73
Equipment	732,366.97	711,404.94
Trustee and Benefit Paymts.	1,537.50	---
TOTAL	14,696,008.82	16,262,568.73
Ending Encumbrances	414,840.97	729,321.01
Unencumbered Balance	214,161.66*	12,437.15
Other	440.67	2,276.54
GRAND TOTAL	15,325,452.12	17,006,603.43

* $156,575.00 Bankhead Jones Received 5/26/73,
$57,586.66 Restricted Land Grant Endowment Income

EXPENDITURES BY MAJOR CLASS CODE
Fiscal 1973 and 1974

UNIVERSITY OF IDAHO (Agricultural Research)	Fiscal 1973	Fiscal 1974
Salaries and Wages	1,886,611.11	2,036,090.49
Personnel Benefits	157,708.64	166,452.34
Travel	57,941.88	70,704.58
Professional Services	603.50	5,300.72
Other Services	40,520.34	65,652.32
Communications	26,658.26	32,242.07
Utilities	29,355.06	29,311.10
Materials and Supplies	187,670.21	264,502.38
Repairs and Maintenance	51,605.96	57,395.10
Rentals	7,242.69	2,535.94
Misc. Operating Expenses	4,394.98	5,194.37
Land, Structures & Improv.	38,800.47	42,802.34
Equipment	108,436.72	176,261.84
TOTAL	2,597,549.82	2,954,445.59
Ending Encumbrances	161,893.14	156,125.77
Unencumbered Balance	55,494.15	37,338.48
Other	242.68	356.84
GRAND TOTAL	2,815,179.79	3,148,266.68

EXPENDITURES BY MAJOR CLASS CODE
Fiscal 1973 and Fiscal 1974

UNIVERSITY OF IDAHO (Cooperative Extension Service)	Fiscal 1973	Fiscal 1974
Salaries and Wages	1,945,989.36	2,054,535.12
Personnel Benefits	69,182.24	142,351.75
Travel	135,357.94	154,977.18
Professional Services	60.00	203.47
Other Services	16,003.71	43,485.14
Communications	26,727.71	28,354.01
Utilities	3,288.52	1,525.02
Materials and Supplies	36,817.78	50,268.65
Repairs and Maintenance	5,220.61	7,003.68
Rentals	28,339.97	21,069.92
Misc. Operating Expenses	14.30	122.95
Land, Structures & Improv.	509.49	1,299.70
Equipment	23,402.49	27,211.14
TOTAL	2,290,914.32	2,532,407.73
Ending Encumbrances	43,957.24	85,082.91
Unencumbered Balance	94,029.24*	160,052.10**
Other	112.86	569.77
GRAND TOTAL	2,429,013.66	2,778,112.51

* $71,187.10 Restricted Federal Funds, $22,842.14 unrestricted
** $125,893.32 Restricted Federal Funds, $34,158.78 unrestricted

EXPENDITUES BY MAJOR CLASS CODE
Fiscal 1973 and 1974

UNIVERSITY OF IDAHO (Short Term Applied Research)	Fiscal 1973	Fiscal 1974
Salaries and Wages	30,890.01	35,828.10
Personnel Benefits	1,672.74	1,811.18
Travel	3,604.98	2,121.98
Other Services	2,479.19	5,107.39
Communications	32.22	6.73
Materials and Supplies	5,547.34	2,960.69
Repairs and Maintenance	85.62	---
Rentals	831.41	---
Equipment	926.81	---
TOTAL	46,070.32	47,836.07
Ending Encumbrances	5,955.57*	856.75
Unencumbered Balance	1,824.35	1,344.43
Other	173.04	419.88
GRAND TOTAL	50,374.58	50,457.13

* Includes adjustment for 71-72 salaries paid from 72-73 allocation.

EXPENDITURES BY MAJOR CLASS CODE
Fiscal 1973 and 1974

UNIVERSITY OF IDAHO (Forest Utilization Research)	Fiscal 1973	Fiscal 1974
Salaries and Wages	---	53,882.00
Personnel Benefits	---	3,237.32
Travel	---	7,135.64
Other Services	---	499.13
Communications	---	157.31
Materials and Supplies	---	3,692.58
Repairs and Maintenance	---	658.02
Rentals	---	1,079.25
Equipment	---	3,073.74
TOTAL	---	73,414.99
Ending Encumbrances		958.83
Other		626.18
GRAND TOTAL		75,000.00

EXPENDITURES BY MAJOR CLASS CODE
Fiscal 1973 and Fiscal 1974

IDAHO STATE UNIVERSITY	Fiscal 1973	Fiscal 1974
Salaries and Wages	7,903,036	8,549,891
Personnel Benefits	906,498	858,033
Travel	84,109	107,216
Professional Services	181,552	215,745
Other Services	186,891	254,899
Communications	160,564	148,756
Utilities	531,122	481,013
Materials and Supplies	442,069	510,588
Rentals	77,283	154,964
Repairs and Maintenance	321,056	201,812
Misc. Operating Expenses	76,984	65,666
Land, Structures & Improv.	253,441	551,850
Equipment	561,239	686,958
TOTAL	11,685,844	12,787,391
Ending Encumbrances	809,415	822,788
Other	7,554	3,963
GRAND TOTAL	12,502,813	13,615,018

EXPENDITURES BY MAJOR CLASS CODE
Fiscal 1973 and 1974

BOISE STATE UNIVERSITY	Fiscal 1973	Fiscal 1974
Salaries and Wages	6,088,674	6,927,990
Personnel Benefits	640,065	697,430
Travel	57,281	67,297
Professional Services	44,202	90,181
Other Services	148,765	224,445
Communications	123,505	130,229
Utilities	175,837	183,712
Materials and Supplies	209,176	253,031
Rentals	119,298	215,976
Repairs and Maintenance	119,471	137,547
Materials for Mfg. & Resale	---	1,337
Misc. Operating Expenses	37,088	29,769
Land, Structures & Improv.	78,227	192,546
Equipment	421,829	442,710
TOTAL	8,263,418	9,594,200
Ending Encumbrances	372,455	402,969
Other	2,957	457
GRAND TOTAL	8,638,830	9,997,626

EXPENDITURES BY MAJOR CLASS CODE
Fiscal 1973 and Fiscal 1974

LEWIS-CLARK STATE COLLEGE -	Fiscal 1973	Fiscal 1974
Salaries and Wages	1,299,935	1,523,237
Personnel Benefits	126,475	152,510
Travel	14,917	21,644
Professional Services	8,594	5,602
Other Services	8,337	21,541
Communications	17,542	19,144
Utilities	48,721	[illegible]
Materials and Supplies	64,647	[illegible]
Rentals	17,588	27,611
Repairs and Maintenance	22,024	31,139
Misc. Operating Expenses	48,547	27,860
Equipment	48,534	74,164
TOTAL	1,725,861	2,045,821
Ending Encumbrances	119,610	49,472
Other	148,460	973,644
GRAND TOTAL	1,993,931	2,192,657

EXPENDITURES BY MAJOR CLASS CODE
Fiscal 1973 and Fiscal 1974

VOCATIONAL EDUCATION	Fiscal 1973	Fiscal 1974
Salaries and Wages	299,942	385,031
Personnel Benefits	35,814	40,438
Travel	32,347	30,765
Professional Services	536	1,764
Other Services	3,041	3,918
Communications	18,531	20,057
Utilities	1,876	(65)
Materials and Supplies	9,839	11,899
Rentals	6,023	(359)
Repairs and Maintenance	17,807	(1,071)
Misc. Operating Expenses	202	296
Equipment	5,066	6,764
Trustee & Benefit Payments	6,041,964	6,751,188
TOTAL	6,472,988	7,255,625
Ending Encumbrances	2,529,336	2,831,175
Other	376,352	813,324
GRAND TOTAL	9,378,676	10,900,124

EXPENDITURES BY MAJOR CLASS CODE
Fiscal 1973 and 1974

EASTERN IDAHO VOCATIONAL-TECHNICAL SCHOOL	Fiscal 1973	Fiscal 1974
Salaries and Wages	198,814.23	242,703.87
Personnel Benefits	20,533.46	20,636.24
Travel	5,061.94	5,769.85
Professional Services	554.57	389.00
Other Services	2,592.08	4,551.48
Communications	2,586.76	2,792.21
Utilities	5,000.32	6,380.47
Materials and Supplies	20,521.55	22,719.34
Rent	8,289.63	9,289.74
Repairs and Maintenance	4,418.55	4,590.43
Misc. Operating Expenses	478.82	1,430.27
Equipment	35,847.31	23,808.57
Non-Operating	14,678.07	28,680.47
TOTAL	319,377.29	373,741.94
Ending Encumbrances	5,064.64	28,613.02
Other	2,725.46	11,673.31
GRAND TOTAL	327,167.39	414,028.27

EXPENDITURES BY MAJOR CLASS CODE
Fiscal 1973 and 1974

VOCATIONAL REHABILITATION	Fiscal 1973	Fiscal 1974
Salaries and Wages	826,018	993,627
Personnel Benefits	128,842	156,915
Travel	51,441	57,679
Rent	81,823	95,847
Communications	41,620	50,468
Materials and Supplies	14,292	23,808
Repairs and Maintenance	7,530	7,578
Misc. Operating Expenses	56,313	56,582
Equipment	43,948	46,987
Trustee and Benefit Paymts.	2,022,740	2,168,872
Payments as Agent	375,624	616,658
Third-Party Non-Expendable	239,417	245,046
GRAND TOTAL	1,889,608	4,520,067

EXPENDITURES BY MAJOR CLASS CODE
Fiscal 1973 and Fiscal 1974

STATE SCHOOL FOR THE DEAF AND THE BLIND	Fiscal 1973	Fiscal 1974
Salaries and Wages	714,520	820,716
Personnel Benefits	84,816	98,196
Travel	4,772	19,231
Professional Services	1,795	2,381
Other Services	3,301	4,149
Communications	7,461	8,857
Utilities	40,786	43,038
Materials and Supplies	62,238	90,029
Rentals	797	855
Repairs and Maintenance	23,989	26,981
Misc. Operating Expenses	6,236	6,369
Equipment	25,881	30,102
TOTAL	976,592	1,150,904
Ending Encumbrances	4,514	24,411
Other	24,447	44,583
GRAND TOTAL	1,005,553	1,219,898

EXPENDITURES BY MAJOR CLASS CODE
Fiscal 1973 and Fiscal 1974

STATE LIBRARY	Fiscal 1973	Fiscal 1974
Salaries and Wages	163,000	158,000
Personnel Benefits	19,000	17,700
Travel	4,200	5,000
Professional Services	---	900
Other Services	4,300	3,900
Communications	10,700	5,200
Utilities	900	600
Materials and Supplies	8,200	6,600
Rentals	700	200
Repairs and Maintenance	2,500	3,000
Misc. Operating Expenses	900	800
Equipment (books)	40,000	59,700
Payments as Agent	442,600	326,300
TOTAL	697,000	588,000
Ending Encumbrances	55,800	82,000
GRAND TOTAL	752,800	670,000

EXPENDITURES BY MAJOR CLASS CODE
Fiscal 1973 and 1974

STATE HISTORICAL SOCIETY	Fiscal 1973	Fiscal 1974
Salaries and Wages	169,900	195,600
Personnel Benefits	19,600	20,200
Travel	6,100	5,200
Professional Services	800	7,000
Other Services	13,800	8,800
Communications	4,000	5,000
Utilities	6,500	6,200
Materials and Supplies	7,600	10,700
Rentals	1,900	300
Repairs and Maintenance	3,600	1,700
Materials for Mfg. & Resale	6,100	8,300
Misc. Operating Expenses	900	3,200
Land, Structures & Improv.	---	13,500
Equipment	8,100	12,200
Payments as Agent	---	32,000
TOTAL	248,900	329,900
Ending Encumbrances	3,100	9,500
Other	2,900	37
GRAND TOTAL	252,200	338,500

EXPENDITURES BY MAJOR CLASS CODE
Fiscal 1973 and 1974

IDAHO PIONEER ASSOCIATION	Fiscal 1973	Fiscal 1974
Other Services	1,200	1,100
Utilities	200	200
Materials and Supplies	100	100
Repairs and Maintenance	---	4,000
GRAND TOTAL	1,500	5,400
COLLEGE OF SOUTHERN IDAHO		
Inst. Contribution	51,912	59,000
Salaries and Wages	1,523,329	1,783,310
Personnel Benefits	75,462	77,000
Travel	30,801	32,600
Professional Services	19,860	17,500
Other Services	57,590	60,500
Communications	22,817	24,900
Utilities	82,102	90,800
Rent	81,886	82,460
Materials and Supplies	135,753	138,790
Repairs and Maintenance	87,970	91,500
Misc. Operating Expenses	57,816	58,250
Land, Structures & Improv.	27,776	182,268
Equipment	83,191	107,000
TOTAL	2,338,265	2,805,878
Other	(15,656)	(312,016)
GRAND TOTAL	2,322,609	2,493,862

EXPENDITURES BY MAJOR CLASS CODE
Fiscal 1973 and Fiscal 1974

NORTH IDAHO COLLEGE	Fiscal 1973	Fiscal 1974
Salaries and Wages	1,265,401	1,341,387
Personnel Benefits	39,218	47,531
Travel	--- *	--- *
Professional Services	---	442
Other Services	18,641	17,333
Communications	12,051	14,474
Utilities	38,611	41,710
Materials and Supplies	235,082	291,131
Rentals	7,425	19,425
Repairs and Maintenance	33,057	40,468
Materials for Mfg. & Resale	129,458	142,025
Misc. Operating Expenses	69,490	96,191
Land, Structures & Improv.	8,333	116,317
Equipment	91,002	176,209
Trustee & Benefit Payments	1,414	226
TOTAL	1,949,183	2,344,869
Ending Encumbrances	190,556	175,541
GRAND TOTAL	2,139,739	2,520,410

* Included in Materials and Supplies

MAJOR POLICY ADOPTIONS

The State Board of Education has the responsibility for establishing policies for the governance of institutions and agencies under its control. The policies are instigated by the Board, by institutional or agency personnel, or in response to legislative actions.

Major policy adoptions during the past year have included provisions concerning faculty tenure, accounting procedures, reporting procedures, and reorganization.

Beginning with the fall of 1974 each higher education institution is to institute procedures for formal evaluation of tenured faculty members at least every five years. The evaluation procedures for non-tenured faculty members on an annual basis will be continued. All institutions are required to adopt new accounting procedures for income and expenditures in accordance with state-adopted guidelines. Such accounting procedures will enable state agencies to evaluate budget proposals on the basis of definitive programs at the institutions and to require a more strict accountability of funds being spent for education. A new reporting procedure, concerning students, faculties, facilities, and finances has been inaugurated using new report criteria adopted as policy by the State Board of Education. Creation of the Office of the State Board of Education establishes an administrative agency with broad powers of coordination of the various institutions and agencies under the governance of the Board. Continuing Education was reorganized to place responsibility for programs within the institutions and within general geographic areas served by the institutions.

NEW PROGRAM RESPONSIBILITIES

The State Board of Education has assumed new or expanded program responsibilities in the areas of reorganization, reporting, evaluating, and in educational programs.

Under the Reorganization Act of 1974 the Board has established an Office of the State Board of Education with coordinating authority for all institutions and agencies under the governance and control of the Board. The Office will be responsible for obtaining comparable data from the institutions and agencies and presenting program and budget recommendations to the executive and legislative branches of government. A Task Force on Management Information has been working to establish procedures for reporting pertinent data.

The Board has adopted a new program of faculty evaluation for both tenured and non-tenured employees of the institutions of higher education. This new program is in response to a legislative request for such evaluative criteria and procedures as will help insure that faculty members maintain their high standards of academic preparation and achievement.

The Board, through hearings with institutional personnel and with user groups, has determined new roles for institutions in the areas of education, business, and health services. New evaluative criteria have been applied to certain academic disciplines with the result of some recommendations for reductions in duplication of programs at the various institutions.

SIGNIFICANT DEVELOPMENTS AND GOALS OF INSTITUTIONS AND DIVISIONS

OFFICE OF THE STATE BOARD OF EDUCATION

On July 1, 1974 all state institutions and agencies included in this report were merged into the Office of the State Board of Education, in accordance with the Reorganization Act of 1974. The State Board of Education has the responsibility for determining goals for institutions under its control and for itself.

Improvements were made in the availabilty of necessary information in the areas of finance, facilities, faculties, and students for institutions of higher education. Similar information for other agencies under the control of the Board is now being gathered in accordance with established methods in cooperation with the Budget Division and the Executive Branch of state government. Communications between and among the institutions were improved through a series of meetings of task forces and committees with specific goals established for each. New roles and missions for each institution of higher education were established by the Board. These mission statements help to guide the Board in the allocatien of budgets and programs among the institutions and will help eliminate and avoid some duplication of effort. The Board has continued to develop and to implement new policy statements concerning the governance of the institutions. Such policy statements also will be developed and improved to aid and guide the other agencies now being governed by the Board.

The future goals of the Board are threefold: to maintain and improve the smooth transition of activities under the new reorganization plan; to obtain and utilize efficiently more up-to-date information about the institutions and agencies and to apply such information to solving problems; and to add personnel with specific responsibilities in the planning area to help

the Board implement improvements in budgeting and programming for the institutions and provide greater accountability to the various constituencies of the Board and of state government.

SIGNIFICANT DEVELOPMENTS AND GOALS OF INSTITUTIONS AND DIVISIONS

STATE DEPARTMENT OF EDUCATION

Management Program

Major accomplishments for FY 1974 have been in the areas of leadership and direction. Internally, the Department has undergone departmental reorganization, including both program changes and personnel assignments. These changes increased our effectiveness and efficiency in working with the public schools, other state offices, and public at large. Reform legislation affecting the public school programs for exceptional children was enacted which appears to be having a positive effect. Area workshops have produced good results in strengthening and coordinating programs and in providing direction to the public schools and school districts of the State.

Objectives and goals for FY 1974 were to develop and introduce legislation affecting public schools; provide leadership and planning at the local level with emphasis on more state and regional workshops; effectively carry out state law and State Board policy; and develop a manual of updated State Board policies for all school districts and procedures for keeping it current. Progress in attaining these goals was satisfactory.

Financial and Administrative Services Program

Major accomplishments for FY 1974 have been in two general areas. In the area of finance, the direct services to the school districts have been continued to provide instruction in management, procedures in accounting, record keeping, and proper use of current cost codes. A new program was initiated modifying the procedures of recording and reporting current attendance and enrollment reports. Heretofore, these reports were submitted semi-annually with no chance for current information. Currently, attendance reports are submitted six times a year. Data from these reports are filed

in the computer and information can be extracted as needed.

In the area of General Services, a state advisory committee to the State Superintendent of Public Instruction, on Indian Education, was formed which has assisted, advised, and given direct input to the Superintendent on the needs of our Indian students. Five new innovative projects were added in our Title III ESEA program, for a total of 19 ongoing projects. These projects are statewide and have furthered our ability to attempt innovative and new techniques in meeting needs of children.

Objectives and goals for FY 1974 were to provide leadership and coordination for the fiscal operations of the Department of Education and public schools. Specific objectives were to provide technical assistance to local school districts on financial and administrative procedures; budget preparation for the Department and the State Foundation Program; provide supervision and general administration of programs assigned to the bureau; and provide for the distribution of funds to local school districts. Attainment of these goals and objectives was satisfactory.

Educational Services Program

Major accomplishments for FY 1974 included the consolidation of federal programs into an operating division. This organizational change gave the Department better fund control and accountability in the management of federal funds. Regional workshops were conducted for teachers throughout the State in the areas of curriculum development for the various subject fields, and for staff development as related to community and inter-personnel relations. Social studies and music guides were completed and distributed. Regional workshops for implementation of the elementary school approval process were held. A step toward better accountability was gained by eight school districts completing a needs assessment during the year. Technical assistance was provided to assist local districts in planning and evaluating

their educational programs. Consultative services were provided as requested, and the required evaluations of federal programs were accomplished on schedule.

Objectives and goals for FY 1974 were to provide the necessary leadership and assistance to improve and promote greater opportunities for children. More specifically, the objectives were to strengthen leadership, planning, and accountability at the local level by conducting needs assessments and school evaluations; furnish local school districts the necessary consultative help to meet problems and improve instruction; administer federal programs; and develop workshops for educational personnel. Satisfactory progress on these objectives was evidenced.

Statewide Information Services Program

Major accomplishments for FY 1974 have been increased services in the five general areas of personnel, finance, facilities, students, and curriculum. Especially useful has been the consultative assistance to the Department as a whole in the analysis, planning and implementation of individual programs with high computer feasibility and transitional possibilities. No new school districts were added in FY 1974 under the Part II program because of severe budget constraints.

Objectives and goals for FY 1974 were to continue efforts toward the development of a viable statewide information system by implementing a student accounting system and finalizing plans for facilities accounting. Procuring adequate funding to continue Part I (services the Department furnishes the Legislature and all school districts) and increase the services offered in Part II (services purchased by local school districts as they desire). Some progress was noted.

SIGNIFICANT DEVELOPMENTS AND GOALS OF INSTITUTIONS AND DIVISIONS

UNIVERSITY OF IDAHO (General Education)

The past academic and fiscal year, 1973-74, has seen a continued effort by the University of Idaho to adjust to shifting patterns of enrollment and rising costs due to inflation. Although we have been able to accomplish [illegible], there will be a need for significant changes in the next few years.

The University was evaluated in the spring of 1974 by the Northwest Association for Secondary and Higher Schools and had its accreditation reaffirmed. The visiting team of distinguished educators presented us with a favorable report but emphasized that financial support is not adequate for our mission. The evaluators felt that the University deserved special consideration because it has unique functions to perform and extremely important services to render to the people of the state and region. However, it is not receiving financial support commensurate with its mandate to provide a diversified range of academic programs and graduate work extending to the doctorate in addition to its research and service functions. The report specified what already was known, that the University of Idaho probably has a better faculty than it pays for. We were heartened to have outsiders say that we are doing a remarkable job on very limited resources and with a devoted and hard-working faculty.

However, we can stretch what we have only so far without damaging quality. Our efforts are being directed to internal realignment of resources which we feel will help us to meet the changing needs of society. In this way we will continue to be a viable and responsive institution. WAMI (Washington Alaska, Montana and Idaho) completed its second year providing medical training for Idaho students at the University of Washington. WAMI students

receive their first semester of medical training, mostly in basic sciences such as anatomy, at the University of Idaho.

The University's Athletic Department was restructured and reorganized during the past fiscal year, under direction from the Board of Regents. Significant changes have taken place with the goal of producing a small but viable program which will utilize as little appropriated monies as possible.

A statement of Missions, Functions, and Objectives was approved by the Board of Regents which affirmed our land-grant function, including the designation of the University as the chief research center in the state. In keeping with this mandate, there have been significant advances in the research function of the University, which includes an increase in federal funds for research from a wide spectrum of federal agencies. A definitive research policy which also covers patents and copyrights has been adopted. With direction from the Board of Regents, the Idaho Research Foundation has been broadened to include Idaho State University and Boise State University faculty. Also the STAR (Short Term Applied Research) program has been strengthened by the inclusion of representatives from those institutions, as well as members from the legislature and industry.

A major revision of the tenure policy was developed by the faculty and approved by the Regents. This is an important basis for our continual revision of procedures which we anticipate will provide a clearer basis for the granting of tenure, as well as evaluation of competency. Further, students have become more participatory in faculty governance, and now serve not only on faculty committees but on the graduate and faculty councils as well.

Affirmative action procedures have become an important aspect of all hiring practices and will continue to be a significant influence in the University's quest to find and retain women and minority students and faculty.

The Women's Caucus has been influential in assisting the affirmative action efforts. A conciliation agreement, signed by the University with the Idaho Human Rights Commission, requires even greater commitment to these efforts in the future.

Purchase of a new computer with three to five times the processing capacity of the University's current model was authorized during the past fiscal year. The south wing of the Administration Building is being remodeled to house the University's Computer Center. With the larger quarters, the Center will offer five computer user rooms for students and faculty; and terminals with access to the computer via telephone will be available for students in the engineering, forestry, agriculture, physics and chemistry buildings.

Three major construction projects were completed and dedicated in 197_-74. The buildings--College of Law Building, Performing Arts Center and the E. J. Iddings Agricultural Science Laboratory--totaled more than $5.4 million in construction costs. The new split-level College of Law Building contains administrative offices, three large lecture classrooms, smaller seminar rooms, a combination courtroom-large lecture hall-auditorium, a three floor library to house the college's 60,000 volumes, offices and study facilities. The size of the Agricultural Science Building was more than doubled with completion of the E. J. Iddings Laboratory. The new wing brings nearly all the College of Agriculture departments under one roof. The University's first privately financed building, the Performing Arts Center, Phase 1, was completed during the fiscal year. The building was financed through the Fund for the Performing Arts Center, a collaboration of the support of students, alumni and friends of the University.

SIGNIFICANT DEVELOPMENTS AND GOALS OF
INSTITUTIONS AND DIVISIONS

UNIVERSITY OF IDAHO (Agricultural Research)

Agriculture research is the responsibility of the Idaho agriculture Experiment Station and is coordinated through seven subject matter departments at seven Research and Extension Centers throughout the State. The programs are designed to help solve and prevent problems associated with food production in Idaho. The program goals of each department and some of their recent accomplishments are listed below:

Department of Plant and Soil Sciences

a. Breed and test new varieties of potatoes, cereals, vegetables and specialty crops.

b. Improve methods to control weeds and plant diseases, with minimum environmental damage.

c. Increase crop yields and quality by improving soil fertility and other crop management practices.

d. Reduce soil erosion and improve land use.

Department of Agricultural Engineering

a. Improve water management and control sediment and nutrient losses from irrigated lands.

b. Develop new and improved equipment and techniques for harvesting and handling Idaho crops and soils.

c. Determine how to effectively apply agricultural chemicals with irrigation systems.

d. Develop new methods for controlling and predicting soil erosion from Idaho lands.

Department of Entomology

a. Reduce losses from insects by improved chemical and non-chemical control measures.

b. Increase numbers of pollinators by developing improved management practices and by controlling bee parasites and predators.

c. Introduce and colonize insects for biological control of weeds.

d. Monitor insect populations to improve predicting capabilities and detect "new" insect pests.

e. Measure environmental impact of land and water use practices on beneficial and pestiferous aquatic insects.

Department of Agricultural Economics

a. Improved marketing practices for beef and potatoes and feasibility of vertical integration for the cattle industry.

b. The economic and social impact of water use for irrigation, recreation and municipal use.

c. The economics of alternate land use policies including such things as range management practices and farm tenure and leasing arrangements.

d. The social and economic impact of rural-urban migration and the providing of facilities and services in rural areas.

e. The economic impact of agriculture and agriculturally-related businesses on Idaho.

Department of Veterinary Science

a. Study cause-prevention and treatment of diseases of new-born calves and lambs including Weak Calf Syndrome.

b. Study diseases which reduce reproductive efficiency in cattle and sheep including development of a one-injection vibrio EAE vaccine and a means of testing vaccine potency for abortion diseases of sheep.

c. Short time applied research aimed at bringing available technology to bear in the solution of Idaho disease problems such as: Evaluation of a test and treat method for establishing anaplasmosis-free beef herds in Idaho and determining the geographic distribution and overall importance of bluetongue of sheep in Southwestern Idaho to serve as a basis for decision-making regarding possible control programs.

Department of Animal Industries

a. Improve reproductive efficiency of beef and dairy cattle.

b. Increase dairy production with improved nutrition and management practices.

c. Increase profit of feedlots with more efficient use of grain.

d. Maximize productive efficiency of farm and range sheep flocks.

Department of Bacteriology and Biochemistry

a. Determine cause of microbial euthrophication (pollution) in several Idaho drainage basins.

b. Develop alternate means of disposing of feedlot and processing wastes.

c. Prevent food spoilage from bacteria and keep agricultural commodities free from harmful constituents.

d. Determination of the nutritive status of both raw and processed agricultural commodities.

e. Development of vaccine for liver abscess in beef.

Examples of Recent Research Accomplishments:

a. Under the proposed point source discharge permit system for irrigation return flow for Idaho, irrigation companies and districts will be required to develop, by September 1976, plans for meeting return flow quality limitations imposed by the permit system. In many cases, farmers will have to change their present practices drastically in order to meet the limitations. A team of Idaho researchers is evaluating alternative water management practices and pollution control systems to determine their effectiveness and cost impact in meeting the proposed return flow quality limitations.

b. Studies on supplemental energy and protein needs of beef cows have resulted in a reduction of about 80% in "Weak Calf Syndrome" death losses and a significant reduction in veterinary expenses.

c. Treatment of high moisture corn with a preservative increased efficiency of steer gains by approximately 5% resulting in a feed cost savings of approximately $7.50 per head. Assuming that approximately 25% of the feedlot cattle in Idaho are fed corn, this could result in an increase in net return of approximately $800,000 per year.

d. A study of the optimum energy level for high producing dairy cows indicates that dairymen could reduce feed costs by approximately $2 million with better ration formulation.

e. Research results show that through improved nutrition and management practices (including artificial rearing of orphan lambs, breeding ewes to lamb as yearlings, early weaning of lambs, and feeding lambs to heavier weights) the weight of lamb marketed per 100 ewes could be increased by approximately 20 pounds, resulting in an increase of approximately $4 million in returns from lamb sales.

f. During the past year research has been conducted to evaluate methods for the most efficient and safe disposal of animal waste (feedlot waste). This work has been carried out in close cooperation with the Idaho Cattle Feeders Association and other interested groups (county, state and the EPA). It has been determined that land dispersal is a realistic approach to the disposal of such wastes. This information has proved invaluable to Idaho's cattlemen in terms of regulations for Federal permit guidelines in terms of possible pollution of groundwater, etc.

g. A management system based on research findings has dramatically reduced green peach aphid numbers and virus spread on 200,000 acres of potatoes in eastern Idaho. The program consists of removal or treatment of winter host trees and regulatory procedures to prevent distribution of aphid infested bedding plants.

h. Alfalfa seed yields have more than doubled because of research on pollinators. Conservatively, this increased amount of seed had an annual farm value in excess of 4 million dollars in 1972 and 1973 and may reach 8 million dollars for 1974. We feel these figures are realistic since inadequate pollination is the principal limiting factor in seed production.

i. The beef industry is the single largest segment of Idaho's agriculture. A recent study determined the most efficient size and system of beef operation. Optimum size was estimated at 480,000 lbs of liveweight production. A completely integrated beef operation can produce the optimum quantity with a net advantage of $37,000 annually compared to a cow-calf system and $17,000 compared to a cow-yearling system. This study shows that a rancher can save $12 per head in transportation and handling costs by marketing his cattle as finished beef.

j. The farm flock sheep producers in Southwest Idaho and Eastern Oregon indicated a need for more effective system for marketing lambs. A cooperative auction venture utilizing telephone conference calls as a means of contacting a number of buyers simultaneously was formed. The auction is held with buyers throughout the West bidding on graded lambs and ewes weekly during the heavy lamb sales season. The lamb price has been maintained at levels equal to major markets throughout the West. Local buyers are now bidding within a couple of dollars of telephone market prices for any lambs available in the area.

k. Anaplasmosis is one of the most costly diseases of beef cattle in this country. In Idaho alone, death loss due to anaplasmosis in cattle amounts to approximately $600,000 annually. It has been shown that approximately 8.5% of cattle in North Idaho are infected with the anaplasma organism. Recently the Department of Veterinary Science in cooperation with the USDA has been conducting research on this disease utilizing a "test and treat" method that has been found to be highly effective in cleaning up carrier herds. If some animals don't receive enough of the drug they can remain carriers to infect the rest of the herd again.

l. Disease resistance and higher yields from new wheat varieties have boosted economic return in Idaho by approximately 10.9 million dollars per year. During the past several years, winter wheat in Eastern Idaho suffered price discounts due to a smut disease. Three new disease-resistant winter wheat varieties from the cooperative program between the University of Idaho and the U.S. Department of Agriculture have markedly lessened the losses and increased incomes by approximately $900,000 annually. Higher yields from another four new wheats have increased economic return by at least 10 million dollars annually. The annual state and federal cost of this program is approximately $65,000 a year, giving a benefit-cost ratio of 167 to 1 each year.

SIGNIFICANT DEVELOPMENTS AND GOALS OF
INSTITUTIONS AND DIVISIONS

UNIVERSITY OF IDAHO (Cooperative Extension Service)

The past year has been an exciting one for the Cooperative Extension Service. This has been evidenced by the phenomenal increase in farm cash receipts during the past year of approximately 33 percent; a large increase in the growth of the 4-H youth program, increased activities in the area of consumer protection educational programs, and increased requests for assistance in the area of community and resource development.

Staff time for the four major areas of endeavor amount to about one-third for 4-H youth development, two-fifths to Agriculture and Natural Resources, one-sixth to Family Living, Food, and Nutrition, and the remaining one-tenth to Community and Resource Development. The services of the Cooperative Extension Service are given without discrimination in accordance with the Affirmative Action plan of the Service. The man-days of staff time devoted to extension work have increased steadily over the past three years, exceeding the planned time.

During 1973-74 some 7,82) low-income families were helped to improve their diets and received assistance in managing their resources. Nearly 14,000 youth participated in 4-H type Expanded Food and Nutrition Education Programs. Some 285 paraprofessional aides were trained by Home Economics Extension Specialists to teach nutrition education to low-income families and over 500 volunteer leaders have worked with the program.

A continuation and expansion of the Extension program is planned for the next fiscal year with continuing emphasis on food production and increased usage of resources available.

SIGNIFICANT DEVELOPMENTS AND GOALS OF
INSTITUTIONS AND DIVISIONS

UNIVERSITY OF IDAHO (Short Term Applied Research)

Nine projects were funded in 1973-74. Three of these have resulted in immediate or imminent economic benefit to the state; six have developed positive leads which will undoubtedly have a beneficial effect in time. One immediate return as a result of the STAR appropriation was the receipt of a total of $209,895 in external funds to further the studies initiated by STAR.

A chemical compound which inhibits development of the sugar beet nematode which may result in reduction of damage by this pest, has been perfected. A patent has been applied for and two commercial firms have indicated interest. A sugar company has professed interest in field testing the compound.

A proposed system for reducing population of black fly which affects sheep in southeastern Idaho has been developed as a result of STAR support. The population regulation system is based on alteration of the breeding habitat of the fly.

A study on commercial thinning of small trees has resulted in evidence proving that it is practical. The practice has been implemented in northern Idaho. Two benefits are realized; small trees which were previously wasted are being utilized; thinning to improve growth and residual trees now pay for themselves.

Other studies which show promise include a reduction of the incidence of disease in trout farms, improvement of management practices in hatchery fish resulting in lower losses from various kinds of mortality, identification of the causal factor in weak calf syndrome; remote sensing techniques to aid in land classification programs; feasibility studies of contructing underground water reservoirs and studies which will aid in control of voles damaging agricultural crops.

SIGNIFICANT DEVELOPMENTS AND GOALS OF
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UNIVERSITY OF IDAHO (Forest Utilization Research)

The Forest Utilization Research Program works toward the solution of critical problems faced by the State of Idaho in the utilization of its forest resources. About one-third -- $70 million -- of the industrial payroll of the State comes from the forest products industry. Current utilization of the forests of Idaho is much below their present productivity and their productive capacity. The following described research will help optimize forest utilization so the commodity needs of the industry can be met without decreasing the value of the forest resource in the production of other commodities and ammenities.

The Commercial Thinning Feasibility study is determining the economics of thinning young Idaho timber stands for increased growth and yield improvement. The results have been truly astounding -- pointing the way to a possible savings of between $50,000 and $80,000 to the woodland owners in Northern Idaho alone. In addition, resulting forest stand improvement can easily double the final harvest value. Periodic forest tree thinning is necessary in most softwood forests of Northern Idaho. However, this thinning has often not been done due to high costs. But, a new type of small-log mill is now available which can be used to manufacture lumber from these small trees previously considered too small to utilize. The study showed that where once thinnings were a cost (usually in excess of $80 per acre) to woodland owners, the thinned material can now have a roadside value for lumber of $137 per acre. The resulting improved forest management and the multi-million dollar savings mentioned above indicate one of the most significant research breakthroughs for Idaho forest owners in many years.

The Scaling Defective Cedar Logs study is providing information necessary for utilizing cedar "shell logs," irregular log chunks, and other defective logs which now cannot be measured accurately for split products such as posts, rails, pickets, stakes and shakes. The small split-products operators urgently need a good method of scaling this material to determine cost-to-value relationships to retain and stabilize this important industry in Idaho. Last year over $2,000,000 worth of split products were produced in Idaho's 50 small cedar mills -- but the industry is in trouble and needs this information. A "mill tally" scaling technique was developed last summer and will undergo final field trial next summer.

The Forest Fertilization study has shown that while either fertilization or thinning produces tree growth increases, a combination of the two treatments is most beneficial. The combined treatment results in increases in growth up to 210%. Estimated net annual growth of softwood in Idaho is more than 2 billion board feet. Considering only fertilization treatment, it is not unrealistic to predict a 20% increase in this figure. Utilizing current stumpage values, this would mean a yearly increase in revenue from Idaho softwood of about $20,000,000. Indications are that an added benefit (also to be studied) may be that fertilized trees are more resistant to disease and insect attacks. This would mean even much greater dollar benefits to the Idaho forest economy.

The Characteristics of Forest Industries study is describing the nature of the State's forest industry -- the distribution and role in Idaho, present and expected flow of timber and logging (wood) by-products under various levels of management and investment. From this we will be able to better predict expected changes in the sawmilling industry and the impact of alternative roundwood supplies. This information will be published in a series of six reports, the first two of which will be available early this winter.

The Dynamics of Forest Residues study has resulted in a predictive model which provides the basis for decisions of level and investment of slash treatment following logging operations and insect and disease outbreaks. Even more important this model will provide estimates of small stem raw wood material resources. The industry needs this information to make decisions regarding establishment and increased production of pulp and fiber board processes with greater reliability needed before making large capital investments to expand Idaho's forest-based economy.

The Disease-Insect Interactions study is determining the economic, social and environmental impacts of disease and insects on forest stands which will then lead to prediction methods for management and practical controls. Two papers have already been published from this study and five others are currently in preparation. The importance of this research can be seen when we realize that more timber is lost in Idaho each year to disease and insects than is harvested. The annual raw material loss in one tree species — grand fir — is more than $6 million. The total annual raw material loss of all species of trees is many times this amount.

SIGNIFICANT DEVELOPMENTS AND GOALS OF INSTITUTIONS AND DIVISIONS

IDAHO STATE UNIVERSITY

There have been a number of significant accomplishments at Idaho State University in several varied areas. The College of Pharmacy has hired a Director of Continuing Education, and this will facilitate the on-going training of pharmacists throughout the State of Idaho. There is a comparable position in Nursing which will service the State of Idaho nursing program. Two new degrees have been approved in the College of Liberal Arts, B. A. in Social Work, and an M. A. in Sociology. Additionally, a new emphasis in Photo-Journalism is being offered in the Department of Journalism. A B. F. A. has also been approved in the Department of Speech-Drama. The College of Education has been authorized to give a B. A. in Dietetics in the Department of Home Economics. In addition, one of the most significant changes has been the approval of a B. A. in Vocational Technical Education which will be offered through the College of Education.

Two new administrative positions have been established, Executive Assistant to the President and Dean of Continuing Education and Innovative Programs, and an Affirmative Action Officer. The first position is designed to function as a staff officer under the immediate direction of the President, and his duties are of a general administrative nature. He has charge of such part of the administration of the University as the President may temporarily or permanently delegate to him, and he shall report directly to the President. He is appointed by the State Board of Education. The Dean of Continuing Education and Innovative Programs is appointed by the Trustees upon recommendation of the President, and shall be responsible for three primary areas: Continuing Education, Innovative Programs, and the Summer Session. The Affirmative Action Officer is charged with the responsibility for implementation and monitoring of Idaho State University's

Affirmative Action policy, and will report directly to the Executive Assistant to the President on all matters involving equal employment practices and Affirmative Action regulations.

There have been three construction projects, two of which have been completed and the third nearing completion. Pulling Courts, a married student housing facility, has been completed as well as the third phase of University Courts, a facility for women students. The third project is the Central Communication building for the maintenance operations.

We have also completed the accreditation process by the Northwest Association of Secondary and Higher Schools during the past year.

The statement of mission, goals and function of Idaho State University is the product of many years of thought and discussion, but its present form is due in large part to the intensive review this last year by faculty and staff at the direction of the State Board of Education.

Articulated statements of institutional objectives and purposes tend to be obsolete in the drafting stage simply because of the complexity and changing nature of higher education. The more general the statement the longer it may endure, but it is less instructional or satisfying. If the document becomes highly specific it tends to satisfy more but for a shorter period of time. The present statement of Idaho State University's objectives and purposes tries to speak to both the general and specific in regard to the institution, the faculty, the students, and the general public. The statement is relevant to the ongoing vitality of the institution and as has been indicated, is, of course, the hope that all new faculty, staff, and administration are hired with a very direct relationship to the statement of purpose for the institution. Certainly the basic precepts of the statement have been active and viable in the life of Idaho State University since its designation as an institution of higher learning. The indications that our

objectives and purpose are being pursued should be seen in the pages ahead.

The fundamental mission of a university beyond the imparting of knowledge and wisdom of the past is to awaken an intellectual curiosity that provides for the present and the future. In essence, the goal of a university is to teach students to think, to think honestly and clearly, but above all, to think for themselves. Idaho State University defines this goal as its primary mission.

The role of Idaho State University has changed considerably since its founding in 1901. The institution was originally founded as the Academy of Idaho; redesignated the Idaho Technical Institute in 1915; reorganized as the Southern Branch of the University of Idaho in 1927; and was made Idaho State College in 1947. An act of the Idaho Legislature established Idaho State University in 1963. The State Board of Education has delineated the role of Idaho State University into three basic categories: teaching, research, and public services.

Idaho State University, as an institution, is committed to an outstanding liberal arts and sciences offering with a primary involvement in undergraduate education (conventional and experimental) as well as selected graduate programs. Additionally, there are--and will continue to be--excellent programs in the professional colleges of Business, Education, Medical Arts, and Pharmacy. Finally, Idaho State University will continue to develop and enhance the extensive programs in Vocational-Technical Education. Research at Idaho State University has been and will continue to be an integral part of its teaching and public service obligation. The Government Research Institute, the Business Research Institute, the Museum, and the Office of Institutional Research facilitate the very significant research carried on by the scholars and researchers of the institution.

The public service commitment of a university is manifested in numerous ways, and Idaho State University shall continuously seek new avenues of service to its community, state, and nation. Research conducted on behalf of the state has already resulted in state tax reform, governmental reorganization, and an awakened environmental awareness. In addition, the resources and facilities of the ISU Library are always available for use by Idaho's industries, government and health personnel--indeed, for all segments of the population.

The State Board of Education has provided that each of the institutions in the system of higher education will provide distinctive and individual functions. Idaho State University has the following responsibilities:

A. A major center for the Life Sciences, Pre-Medical and Para-Medical education.

B. The total responsibility for teaching and research in the pharmaceutical sciences.

C. A principal center for Vocational-Technical education.

D. The state's authorized institution for the granting of the Doctor of Arts Degree.

E. A major center for teaching and research in the field of education, including the training of teachers, counselors, and school administrators.

F. The designated center for teaching and research in nuclear engineering.

G. A major center for teaching and research in Business Administration.

There are three main constituencies for a university: the faculty, the students, and the general public. To each of these, Idaho State University has identified specific objectives in accomplishing its mission and role.

Students:

To enhance the student's right to the best possible teaching we can make available

To keep his personal costs for his education as low as possible so that no one shall be deprived of the benefits of a higher education because of lack of funds

To supplement his academic activities with balanced social and recreational programs

To strive to see that his "personal" college experience is such that when he leaves our campus he takes with him something of lasting value

To involve the student as often as possible in University affairs so that he has a voice in the governance of his institution

To see that his academic and personal activities are free from obstruction, harassment, or intimidation from others

To protect his freedom to observe all sides of a question--in short, his freedom to learn

To protect his rights through the student code and a sound system of adjudication of offenses and due process procedures

Faculty:

To select and retain members of the faculty who have the potential for achieving excellence as individuals and to improve through appointments, reappointments, nonreappointments, salary, promotion and tenure

To encourage and support conscientious and dedicated teaching, rapport with students, productive scholarship and research, and pride in the institution

To involve the faculty in University affairs so that it has a voice in the governance of the institution

To support those national and local policies and standards that protect the faculty member's academic freedom

To continue to carry out as fairly and conscientiously as possible the policies adopted by the State Board of Education

General Public:

To provide research and consultation for community, state and national problems

To provide cultural contributions and facilities such as concerts, theaters, library facilities, museums, art exhibits, recreational and athletic events

To offer an ever-broadening and enriching continuing education program for Southeastern Idaho

To maintain the integrity of a great state educational institution for the benefit of the entire state and nation

Finally, as an institution committed to the participation of its constituen

Idaho State University will continue with campus planning and development as provided by its Campus Planning Committee. We will continue to seek to provide

the long-range planning for facilities that will enable us to be of the greatest service. Presently this includes the construction of a new Library and Phase III of the Vocational-Technical Complex.

SIGNIFICANT DEVELOPMENTS AND GOALS OF INSTITUTIONS AND DIVISIONS

BOISE STATE UNIVERSITY

As a state university, the institution has the obligation and responsibility to deal with the advancement of knowledge by a dynamic process, so that subject matter, methodologies and all substantive content are not isolated from, but rather, functionally related to the realities of the human condition. Within this framework, the university pursues several interrelated goals: first, to provide educational experiences with a liberal arts orientation as a means of teaching durable disciplines and transferable skills to help create individuals who will be equipped to shift comfortably from one challenge to another--who, hopefully, can rationally manage one set of unpredictables after another; second, to provide through scholarly activities in both professional fields and the durable disciplines, the acquisition of self-confidence, knowledge, and proper techniques of inquiry to assist the student in the development of his capabilities to discover new knowledge and truth; third, to share with all individuals who make substantive educational contract with the university, the notion that rigidity in thought is a greater barrier to progress than ignorance; and, fourth, to disseminate among the state's people the findings derived from research as well as imparting to them the many facets of human culture contained in the liberal arts.

Proper realization of these goals makes it essential that the university be flexible and seek opportunities in the imaginative development of new ideas as these related to the planning of educational programs by increasing the extensiveness of student/faculty relationships, by the molding of the campus and community environment, and by perpetuating an objective, fair and humanistic administration.

As the future is perceived, continued growth of the institution in direct relationship to the predicted growth of Boise and the metropolitan area is

anticipated. For the future, then, it appears that Boise State has a series of area-related functions that are uniquely characteristic to it. These functions are seen as follows:

1) As Boise State is located in an urban and cultural setting of predictable expansion and increased sophistication, the institution has the opportunity and responsibility for instruction, research, and specialized services in business and economic development.

2) The institution is located in the center of the state's (public schools) professional teaching force through the accommodation of programs in elementary and secondary education, reading education and in anticipation of the future to be in a position to provide such specialized professional fields as early childhood education, special education and counselor education.

3) The concentration of medical and clinical facilities in the Boise metropolitan area necessitates that Boise State assume a prominent role in health science education. Initial institutional response includes the offering of programs in medical technology, respiratory therapy, medical records, nursing education, etc., in addition to the traditional series of premedical, predental, prephysical therapy, preveterinary and other professional programs.

4) The urban characteristics of Boise State require that the institution respond by offering professional programs in social work, sociology, criminology and urban studies, and through the educational components of the Vocational-Technical School and the School of Arts and Sciences meet the expanding regional and state industrial requirements in vocational, technical, and professional fields. As the future is perceived, and reality recognized, Boise State must adapt its programs and degrees to meet the requests of industry when and as the economic nature of Treasure Valley changes.

5) The location of the institution in the capitol city, the center of the state's governmental activities, necessitates the continuing development of viable programs in political science and prelaw.

6) Lastly, as a result of the location of Boise State, the institution must respond to the cultural needs of the region by providing quality programs in the humanities and arts. Programs in art, music, theatre arts, communication, etc., represent a prime responsibility of the institution.

SIGNIFICANT DEVELOPMENTS AND GOALS OF INSTITUTIONS AND DIVISIONS

LEWIS-CLARK STATE COLLEGE

The program in business education was significantly developed during the period of this report. The faculty in that department was increased from [illegible] to three members. Upon student request, several new courses in accounting and general business were added. The program has proved so popular that student demand can soon be expected to require the College and the State Board of Education to face the decision of whether or not to offer a four-year major in the field. Such development would appear to be consistent with the legislative purposes for the institution.

The Associate Degree Nursing program has developed to the point where serious consideration is being given to offering the third and fourth years, culminating in a B.S. degree in nursing. The Idaho Commission on Nursing and Nursing Education has endorsed the concept of a baccalaureate program in North Idaho (at Lewis-Clark State College). The Commission also supported the concept of a cooperative program to offer the third and fourth year nursing work in the Coeur d'Alene area. It was further pointed out by the Commission that it would be advisable for Lewis-Clark State College to pursue some non-traditional lines in making available the baccalaureate degree to registered nurses or recent Associate Degree graduates whose employment and family responsibilities preclude attendance on a full-time basis in daytime and weekday hours only.

Lewis-Clark State College has acknowledged its responsibility to train special education teachers and otherwise assist public schools in implementing legislative provisions enacted by the Forty-second Idaho Legislature relating to the education of exceptional students. In July, 1974 the State Board of Education approved a new special education position to be added to the Educat[illegible]

Division. An attempt is being made to develop a cooperative program with the University of Idaho.

Lewis-Clark State College has been the Idaho pioneer in developing a baccalaureate degree for law enforcement officers which allows up to one full year of academic credit for completion of an approved basic law enforcement training program offered in vocational schools. Competency credit is also awarded for experience and for training acquired in academies and in special service schools.

The School of Vocational-Technical Education has continued to develop and expand its services during the past year. A new registration system has made it possible during FY 1974 for the school to accommodate more than 500 full-time vocational students in a facility geared to serving approximately 1[illegible] full-time students. The school population includes the recently graduated high school students, the drop-outs who wish to return to some kind of formal education, students who are referred by Federal Manpower programs and veterans returning from the Vietnam War and anticipating some kind of occupational training. More than 2200 people were touched in some way by the vocational programs during the past year.

The Theatre-Auditorium was remodeled during the year in the amount of $25,605.28, provided by contributions from students, faculty, alumni, and friends of the College. Construction was also begun on a new College Union Building funded from revenue bonds in the amount of $750,000.00. Completion of the Science-Nursing Building is now a critical need.

Lewis-Clark State College is organized into six Academic Divisions and a School of Vocational-Technical Education. A department of student personnel services headed by a Dean of Students serves both academic and vocational students. The Academic Division Chairmen and the Dean of Students report to the Vice-President. The Vice-President and Director of Vocational-Technical

Education report to the President of the College.

In addition to fulfilling the obvious functions of a state college governed by the State Board of Education, Lewis-Clark State College has a primary responsibility to serve the unique post-secondary educational needs of North Idaho. In October, 1973 the State Board of Education approved the continuation of undergraduate curriculums in the areas of liberal arts and sciences and education, and a strong vocational-technical program. The Board also provided for a regional program of continuing education encompassing offerings from Lewis-Clark State College. Expansion for the future will need to include innovative and non-traditional approaches to four-year programs in such career-related areas as nursing, recreation, law enforcement, and business. A growing number of curriculums and courses will be necessary to serve the four-year students seeking a variety of electives and the part-time students looking for self-improvement.

As Lewis-Clark State College moves to meet its unique educational role and mission, the traditional practice of measuring a college's effectiveness in terms of the number of students enrolled on campus within pre-set time periods will be less appropriate. It is going to be increasingly necessary to offer classes and programs off campus and to offer them according to a time schedule that meets student needs.

SIGNIFICANT DEVELOPMENTS AND GOALS OF
INSTITUTIONS AND DIVISIONS

VOCATIONAL EDUCATION

Goals and Objectives of Vocational Education

The goal is to make vocational education available to all people in all communities of the State who want and need it for preparation for employment in occupations which do not require a college degree.

The objectives for 1974 were to increase vocational education program offerings and enrollments at the secondary, post-secondary, and adult levels of education in the occupational fields of agriculture, distribution, health, consumer/homemaking, home-economics-related, office, trades and industrial, and technical education. The general objectives were accomplished to the extent that available resources permitted the maintenance and acquisition of facilities, equipment, supplies, and personnel needed to make more vocational education available to a greater number of people. The following Tables I and II contain a summary of the projected objectives and accomplishments for fiscal years 1973 and 1974 and provides for comparison of goals and accomplishments.

TABLE I
Programs, Teachers, Enrollments, Completions - Projected and Actual
for
1973 Fiscal Year

Level of Vocational Programs	Number of Programs		Number of Teachers		Number Enrolled	
	Projected	Actual	Projected	Actual	Projected	Actual
Secondary	365	382	495	476	25,432	24,582 *
Post-Secondary	135	109	244	250	3,391	3,777
Adult	450	474	413	311	8,475	8,338 *
Special Programs						
Disadvantaged	(36)	(21)	(25)	(69)	(1,510)	(1,528)
Handicapped	(15)	(12)	(12)	(24)	(265)	(310)
Cooperative, Part G	(25)	(26)	(25)	(26)	(550)	(688)
Exemplary, Part D	NA	(6)	NA	(8)	(265)	(515)
Exemplary, Part D						[377]
Research, Part C	NA	(2)	NA	(4)	NA	(127)

( ) Memo only - figure is included in other figures
[ ] Memo only - elementary students, not included in U.S.O.E. Form 3138
* Includes Homemaking Useful (11,017 Secondary and 2,168 Adult)

TABLE II
Programs, Teachers, Enrollments, Completions - Projected and Actual
for
1974 Fiscal Year

Level of Vocational Programs	Number of Programs Projected	Number of Programs Actual	Number of Teachers Projected	Number of Teachers Actual	Number Enrolled Projected	Number Enrolled Actual
Secondary	360	394	490	505	26,912	28,584 *
Post-Secondary	145	111	244	257	4,600	4,275
Adult	511	565	224	219	7,850	7,690 *
Special Programs						
Disadvantaged	(36)	(26)	(43)	(77)	(1,305)	(1,997)
Handicapped	(15)	(13)	(20)	(24)	(300)	(358)
Cooperative, Part G	(25)	(27)	(30)	(29)	(710)	(828)
Exemplary, Part D	NA	(6)	(10)	(5)	(800)	(104) [789]
Exemplary, Part D Research, Part C	NA	(4)	NA	(7)	NA	(164)

( ) Memo only - figure is included in other figures
[ ] Memo only - elementary
* Includes Homemaking Useful (13,891 Secondary and 1,308 Adult)

ACCOMPLISHMENTS

Secondary Level

Enrollments in high school vocational programs increased from 24,582 in 1973 to 28,584 in 1974. Forty-six and nine-tenths (46.9) percent of all students in grades 9-12 enrolled in some kind of vocational education programs in 104 of 106 high school operating districts. Students spent from 25% to 33% of their total school time in vocational classes. Of the total number of students completing high school vocational programs in 1973, forty-three (43) percent were available for employment and 83% entered employment in the field trained or in a closely related field.

Post-Secondary Level

Vocational post-secondary programs were offered in six (6) area vocational-technical schools at Boise State University, College of Southern Idaho, Eastern Idaho Vocational-Technical School, Idaho State University, Lewis-Clark State College, and North Idaho College.

Enrollments in post-secondary programs increased from 3,777 in 1973 to 4,275 in 1974.

Twelve and one-half (12.5) percent of the total number of students enrolled in higher education were enrolled in vocational education.

It is estimated that the area vocational-technical schools were unable to enroll more than an equal number of potential students because of lack of facilities, equipment, and staff.

More programs were operated on the open entry-exit schedule. Students exit from programs when they reach the desired occupational competency required for the job they seek. New students are enrolled as vacancies become available.

More programs were adapted to the eleven month schedule. This utilizes facilities, equipment and staff to the maximum, increases the number of students accommodated, and enables the student to enter the full-time labor market a year earlier.

Adult Level

There was a 648 decrease in total number of adults enrolled in adult extension programs. Enrollments were 8,338 in 1973 and 7,690 in 1974. However, the number of programs increased from 474 in 1973 to 565 in 1974. Also, the average length of training time of adult programs increased.

Disadvantaged

Programs for the disadvantaged showed an increase in the number of people served from 1,528 in 1973 to 1,997 in 1974.

Handicapped

Programs for handicapped enrolled 310 in 1973 as compared to 358 in 1974.

Ancillary Services

Three new State Vocational Education staff positions were filled. They were Supervisor of Research, Assistant Supervisor of Trade and Technical Education, and Assistant Supervisor of Office Occupations Education.

An evaluation of vocational programs was made by supervisors, on an informal basis, during their supervisory visits. The State staff made a formal evaluation of three area vocational-technical schools.

Professional development and teacher training conferences workshops and summer sessions were provided for vocational teachers. Over 700 vocational educators attended the one week in-service conference at B.S.U. in June. Other programs included a workshop for cooperative education coordinators, a summer session for 24 E.P.D.A. fellows, four workshops for office occupations teachers, a workshop for agriculture teachers in cooperative agri-business, and home economics related occupations workshops.

An occupational information developmental project was funded from Federal research funds. The objective is to develop a VIEW (Vital Information for Education and Work) system. Micro-film cards are being developed to give students in grades 9-12 information on 300 of the most common non-professional occupations in Idaho.

Cooperative Education

Programs are funded by Federal funds. Four new programs were funded. Enrollments in cooperative programs increased from 688 in 1973 to 828 in 1974.

Work Study

Work-study is totally Federally funded to help needy students enter or remain in vocational education by providing them an opportunity to earn money. One hundred ninety (190) students benefited from the work-study program. Forty-two of the one hundred ninety were high school students and one hundred forty-eight were post-secondary students.

Strengths of the State Program

Idaho is fortunate to have all education in the State of Idaho administered by one board which serves as a State Board of Education, Board of Regents of the University of Idaho, Trustees of Boise State University, Trustees of Idaho State

University, Trustees of Lewis-Clark State College, and State Board for Vocational Education.

The opportunity to operate as a separate State agency having direct communication with the State Board of Education is one of vocational education's greatest assets.

The State Director of Vocational Education is directly responsible to the State Board for Vocational Education and has direct contact with the Board in regular meetings.

Six area vocational-technical schools are geographically located in the State to make vocational education as accessible as possible to the people who want and need vocational education at the post-secondary, adult, and, to some extent, the secondary level of instruction.

Local school districts and administrators continue to develop and expand programs of vocational education for high school students and adults.

Guidance programs, occupational information and experimentation programs are being improved and expanded.

Local occupational advisory committees function and contribute much to the development, improvement and evaluation of vocational programs.

Every public supported college and university in the State has a designated area vocational-technical education school and/or a vocational teacher and counselor education program as a part of its educational offerings.

The presidents of the colleges and universities support and cooperate in the improvement and expansion of vocational education.

Close working relationships and cooperation between vocational teachers, local school administrative staffs, area vocational-technical schools, vocational teacher-counselor educators, various agencies, and the State Vocational Education staff contribute to the strength of Idaho's vocational program.

Cooperative efforts of school districts are making more vocational education programs available to students.

Unmet Needs and Problems of the State Program

State staffing needs have not been fully met.

Financial needs for full program development have not been met.

Need for advanced Federal funding of vocational education has not been met.

Fragmentation of occupational education programs, among agencies other than education, continues to create a dual system of education with duplicate functions and activities that make for increased costs, inefficiency and frustration.

More timely and adequate employment and job opportunity data are needed for program planning and operation.

Systems of identification and referral of disadvantaged and handicapped for vocational education need improvement.

The stigma attached to programs for disadvantaged and handicapped stems from the emphasis for identification and adds to the problem of reaching the disadvantaged and handicapped students.

More resources and effort need to be expanded in developing and keeping curriculum current to needs.

The vocational needs of many students in Idaho's small schools are not being fully met because of insufficient enrollments and finances to support a varied vocational program that would meet the individual interests and needs of the student.

Greater flexibility, funding, and student earning allowances for the vocational work-study program are needed to help the student without sufficient other financial resources.

Manpower Development Programs

Manpower development programs were funded from Federal Manpower Development Training Act of 1962, P.L. 87-415.

The purpose of the program is to provide vocational training for the unemployed and underemployed to prepare them for employment or for advancement in occupations of their choice.

Training is provided through group projects or through referral of individuals into on-going vocational education programs in public or private schools.

The number of people enrolled in MDTA supported projects was 693 in 1973 and 600 in 1974.

Training allowances and subsistence for trainees is paid by the Department of Employment. Instructional costs are paid through vocational education.

SIGNIFICANT DEVELOPMENTS AND GOALS OF
INSTITUTIONS AND DIVISIONS

EASTERN IDAHO VOCATIONAL-TECHNICAL SCHOOL

Eastern Idaho Vocational-Technical School is entering into an era of growth and consolidation. The number of full time staff and faculty members will reach 15 by January 1975. The student enrollment as of January 1975 will exceed the total enrollment of Fiscal Year 1974-75.

A major factor in both the consolidation and growth of the school is the construction of Phases II and III of the Mechanical Technology Building on the fifty-three acre campus at Idaho Falls. The completion, scheduled for early fall 1975, will permit all existing programs to locate on campus in State owned facilities.

Ten programs are currently offered at Eastern Idaho Vocational-Technical School. The newest program is the "Advancement Center." The center serves students who need to "brush up" in basic skill areas. When students reach program entry levels, they enter the program of their choice. Also, students in programs can obtain individualized help in problem areas. Students who left high school prior to graduation can work toward a G.E.D. certificate while enrolled in a full time vocational program.

The current Farm Diesel Program will be expanded to include a second instructor by January 1, 1975. This expansion will allow for advanced Farm Diesel training and an increase in the number of students served in a fiscal year.

The Nuclear Technology Program has been expanded to include an optional "spin off" whereby students can select one of four speciality areas. The options have resulted in a significant enrollment increase.

Curriculum changes in both Auto Mechanics and Market Management have resulted in better programs. The curriculum design is in a modular format. In

the case of Market Management, the module of instruction is coordinated with the seasonal demands of industry. The curriculum change has increased the student enrollment in Market Management because industry is now referring currently employed people to the program for specialized training.

CETA funding for institutional training should result in some increased referrals by Department of Employment. Pending the local Area Manpower Planning Board's approval, an Office Simulation Program may be started prior to January 1, 1975. The new program will be housed at the 17th Street campus and will be able to serve fifteen to twenty students in a fiscal year.

The major concern at Eastern Idaho Vocational-Technical School is for funding which will allow for facilities to be made available for students who need and can profit from vocational or technical education. An extremely vital need is for $150,000 to finish 12,000 square feet in the basement area of the Phase II portion of the construction under way at Eastern Idaho Vocational-Technical School.

The 12,000 square feet area would allow for the normal expansion of programs already offered. It would allow some storage space so that hallways and other areas could be cleared of stored material. It would allow for the establishment of several new programs currently under consideration.

The campus landscaping has begun primarily because of a number of individual contributions and donations. The climate at Eastern Idaho Vocational-Technical School is one of concern for students, excellence in education and enthusiasm for the future.

SIGNIFICANT DEVELOPMENTS AND GOALS OF
INSTITUTIONS AND DIVISIONS

VOCATIONAL REHABILITATION

During FY 1974, Idaho Vocational Rehabilitation increased rehabilitation dramatically. 1,396 people were rehabilitated through Idaho VR in FY 1974, compared to 1,205 in FY 1973. Of the total number of rehabilitations in FY 1974, 277 were public assistance recipients, compared to 256 PA recipients rehabilitated in FY 1973.

The Rehabilitation Act of 1973 stressed that better services be provided to the deaf. The College of Southern Idaho in Twin Falls, through the cooperation of Idaho Vocational Rehabilitation, is now able to provide new services to the deaf, hard of hearing, and other disabled individuals, with the implementation of a new approach in audio-visual concepts of classroom teaching. A new department will emphasize innovative thinking in developing methods which will best teach deaf students. A master video tape is recorded with sound, captions, a sign language interpreter, and the instructor who speaks for both sound and lip reading purposes. It was because of the need for more effective educational teaching methods for the deaf and hard of hearing, that Idaho Vocational Rehabilitation embarked on this innovative program. This program is believed to be the first of its kind in the nation.

Idaho Vocational Rehabilitation, during FY 1974, became increasingly involved with rehabilitation facilities. Grants through FY 1975 from Idaho Vocational Rehabilitation to Idaho rehabilitation facilities amount to $446,000. Idaho Vocational Rehabilitation purchases evaluation, training, and placement services from rehabilitation facilities across the state on an individual basis. The facilities picture in Idaho is a young growing one and Idaho VR provides facilities support where possible. During FY 1974, Idaho VR provided a grant to establish a new rehabilitation facilty to help the handicapped in the Lewiston,

Idaho area. The new rehabilitation facility will work toward the creation of needed rehabilitation services, previously not available. A feasibility study of the Coeur d'Alene, Idaho area to determine whether or not a rehabilitation workshop is needed for handicapped citizens is now being carried out under a grant from Idaho VR. This project will determine what type of facility is needed and what type of individual can be served.

Through a grant to the Elks' Rehabilitation Center in Boise, hospital personnel initiated a new program to contact individuals in Idaho who have suffered spinal cord injuries. A complete follow-up program will be carried out. These individuals will be transported to the hospital in Boise, given a complete examination, and supplied with any additional services they require. This project has been contemplated for several years and now through the Vocational Rehabilitation grant, it is a reality.

In FY 1974, increased responsibilities and caseloads of the Caldwell and Lewiston district offices of Idaho Vocational Rehabilitation demanded new sub-district offices in Payette and Orofino, Idaho. Full time Vocational Rehabilitation specialists have been located in the two communities to administer Vocational Rehabilitation programs and services to the people.

The Idaho Legislature designated Idaho Vocational Rehabilitation to develop and administer a kidney treatment program and appropriated funds to provide the needed services. Since the program was established in March of 1970, Vocational Rehabilitation has aided more than 80 individuals in Idaho at a cost of more than $475,000. Kidney dialysis machines were purchased by Idaho VR and placed in St. Alphonsus Hospital in Boise. In FY 1974, six portable dialysis machines were purchased. The new machines now make vacations and other outings possible for the kidney patients. The new portable kidney machines have been located in Idaho Falls, Pocatello, Twin Falls, Boise, and Lewiston.

Because of the realm of Vocational Rehabilitation services continues to

grow, the need to get information about available programs to the people is deemed a most important one. A new emphasis in the area of public information was instituted by Idaho Vocational Rehabilitation in FY 1974. The public information department now has the capability to produce human interest stories for submission to radio and television stations. Color, 16 mm, sound-on-film, human interest stories are produced by Idaho VR for submission to state and area television stations. These stories are tailor-made for inclusion in regularly scheduled television newscasts as human interest stories. The same is also done in audio for use in radio newscasts. The usual photographs and human interest stories for newspapers and magazines is still being continued. Idaho Vocational Rehabilitation views the new approach as one geared to reach greater numbers of the general public; those people who might be served, but might not know of the services available from Idaho VR. The capability to produce television news stories and documentarys within the Vocational Rehabilitation agency is unique. It is thought to be the only existing program of its kind in any VR agency in the nation.

A joint venture between Idaho Vocational Rehabilitation and the University of Idaho established a Masters Degree Program in Rehabilitation Counseling during FY 1974. A full time faculty instructor coordinates the program at the University of Idaho. In addition to his on-campus responsibilities, the faculty member provides for rehabilitation workshops for employees of Idaho Vocational Rehabilitation on a statewide basis. He also serves as a consultant in matters relating to the preparation and upgrading of counselor's professional skills, role and function.

Since 1971, Idaho Vocational Rehabilitation has provided services to handicapped migrant and agricultural workers in the Treasure Valley area of Idaho. The three-year program, under a federal grant, proved to be so successful that Idaho Vocational Rehabilitation continued the service in FY 1974.

This represents the desire of an agency to meet truly the needs of all of its handicapped citizens.

The role of the beneficiary rehabilitation program in Vocational Rehabilitation, (Trust Fund) is to rehabilitate the disability recipient to productive activity. Idaho has taken a national lead in implementation of this program. In FY 1974, Idaho Vocational Rehabilitation rehabilitated 81 Trust Fund cases. This amounted to a savings to the Trust Fund of over $1,600,000. One person from the administrative staff serves as a Trust Fund Coordinator and spends about sixty percent of his time in this activity. Frequent contacts are made with Social Security district offices. In FY 1974, Idaho ranked number one in per capita contributions of Trust Fund monies to Vocational Rehabilitation.

Idaho Vocational Rehabilitation recognizes that program evaluation should be a continuing day-to-day activity. This involves establishing goals for the agency, evaluating effectiveness in providing services, determining Vocational Rehabilitation needs, and measuring efficiency in program management. In FY 1974, a new state staff position was created, Supervisor of Program Evaluation and Personnel. The new Supervisor of Program Evaluation deals with more sophisticated program evaluation procedures to define program objectives of Vocational Rehabilitation, study the objectives, and then form conclusions and recommendations to be implemented in the Idaho VR process.

Idaho Vocational Rehabilitation realizes the responsibility of solving problems related to job development and job placement for the handicapped. In FY 1974, a Regional Research Institute was established, located on the campus of Portland State University. Idaho VR will utilize this new program to become more adept in the placement of clients in the positions for which they have been prepared. In addition, Idaho VR's new state Supervisor of Training, will place more emphasis on post-employment services. In addition, a rehabilitation

counselor has been assigned to work with the client and the employer following job placement. This counselor devotes nearly full time to this area of added emphasis. Idaho VR is confident that the new direction will strengthen the rehabilitation process in an area where a need exists.

Idaho Vocational Rehabilitation, acting on a request from the Steele Memorial Hospital in Salmon, Idaho, established in FY 1974, a complete physical therapy department at the hospital located in the small isolated community. The physical therapy department was justified by the large number of orthopedically disabled individuals, many of them VR clients, in Lemhi and adjacent counties. In addition to the great costs to the individual, it was a personal hardship for them to travel a minimum of four hours for their physical therapy appointments. It was also learned that an unusually large number of orthopedically disabled people lived in that area because of the type of labor performed in the region, namely mining and logging. This expanded Vocational Rehabilitation program was begun to meet better the needs of handicapped individuals living in the 10,000 square mile area served by the hospital.

Another program expanded during FY 1974 was Idaho VR's involvement with the U.S. Forest Service. This program was begun to serve handicapped people in a most unusual way. If a handicapped person had an interest in a particular job which would be commensurate with his disability once trained, an effort was made to develop that training position within the framework of the Forest Service. The training situation not only offered training in a specific job skill, but also afforded Vocational Rehabilitation an opportunity to evaluate the current level of functioning of the handicapped person and project plans to improve upon or increase those levels. One major area of importance in the program was the increased independence that the trainees showed in self-care skills. People who had never been away from their homes found that they could take care of their own needs without the help of their friends or family. The

changes in personality, self-image, and confidence, were quite often dramatic. Many program participants realized permanent employment either with the Forest Service or related industry from the training they received.

Idaho Vocational Rehabilitation will become more involved with rehabilitation facilities in order to help develop workshops that can provide Vocational Rehabilitation with comprehensive evaluation, counseling, and pre-vocational training. Idaho Vocational Rehabilitation will continue to help facilities to upgrade their programs, and will work toward making facility programs available to all handicapped citizens of Idaho, especially the severely handicapped.

Idaho Vocational Rehabilitation recognizes that program evaluation should be a continuing day-to-day activity. This involves establishing goals for the agency, evaluating effectiveness in providing services, determining Vocational Rehabilitation needs and measuring efficiency in program management. In the past, program evaluation has been conducted by administrative staff in all program areas. The area of agency performance has been deemed critical enough so as to create a new state staff position, "Supervisor of Program Evaluation and Personnel." The new Supervisor of Program Evaluation deals with more sophisticated program evaluation procedures to define program objectives of Vocational Rehabilitation, study these objectives, and then form conclusions and recommendations to be implemented in the Idaho Vocational Rehabilitation process. It is recognized that total program evaluation is essential in a program such as Vocational Rehabilitation and more sophisticated accountability procedures will be employed.

Increased emphasis is being placed on services to alcoholics. A statewide program has not yet been developed specifically for this disability category. In FY 74 services were provided for 190 alcoholics. Projections for FY 75 are 360 and for FY 76, 480. Increases are based on development of

effective treatment programs in different areas. Vocational Rehabilitation serves alcoholics who meet eligibility criteria for the physically and mentally impaired. The major problem is the absence of well established treatment facilities to assist in the Vocational Rehabilitation counselor training projects continue to be held on this subject.

Law enforcement officials regard drug addiction in Idaho as a major problem. Formulation of a state plan for drug abuse programming has begun. Previously, independent drug treatment groups worked to combat this problem. The assignment of statewide responsibility through the Department of Health and Welfare should result in development of a strong program for the rehabilitation of drug abusers. A marked increase of drug abuse clients is expected in Idaho Vocational Rehabilitation. Projections show in FY 76, 520 will be served.

A regional research institute has been established, located on the campus of Portland State University, with the responsibility of solving problems related to job development and job placement for the handicapped. Idaho Vocational Rehabilitation will utilize this new program and become more adept in the placement of clients in the positions for which they have been prepared. This new program will be augmented by a continuous program of in-state training presented by Idaho Vocational Rehabilitation's Supervisor of Training. Idaho Vocational Rehabilitation feels that more emphasis should be placed on post-employment services. Consequently, Idaho Vocational Rehabilitation has assigned a counselor to work with the client and the employer following job placement. This counselor devotes nearly full time to this area of added emphasis. Idaho Vocational Rehabilitation is confident the new directions will strengthen the rehabilitation process in an area where a need exists. If future funds are available, this post-employment philosophy will be instituted on a statewide basis.

The professional training program of Idaho Vocational Rehabilitation will be upgraded. This will be done with the naming of Supervisor of Training. In FY 75 and FY 76, monthly area supervisors meetings will be held and selected workshops and seminars held to upgrade professional staff. Leave will also be granted members of the professional staff for graduate study in the new Masters Program in Rehabilitation Counseling at the University of Idaho, and other institutions of higher education. A continuing effort will be made to allow rehabilitation counselors to attend training workshops specifically tailored to their areas of professional responsibility.

Idaho Vocational Rehabilitation will further explore new avenues of receiving referrals. This will be accomplished by increased cooperation with the Department of Health and Welfare, other referral sources now being utilized, and the constant seeking of new referral sources.

Idaho Vocational Rehabilitation hopes to increase the number of school districts participating with Idaho Vocational Rehabilitation in the School-Work Program. Idaho Vocational Rehabilitation ultimately hopes to expand school-work programs on a statewide basis so all eligible students can receive the benefits of this time-tested program.

In the next biennium Vocational Rehabilitation hopes to increase the number of Vocational Rehabilitation counselors serving Idaho citizens. By FY 76 we hope to add nine new specialists to the state staff.

Idaho Vocational Rehabilitation will seek a closer cooperation with Vocational Education centers in the state and to work with them in formulating comprehensive services and training to Vocational Rehabilitation clients.

Formal agreements with the Idaho Department of Employment, the Department of Health and Welfare, Vocational Education and the Department of Labor, provide for exchange of medical consultant and program data. The savings from this

exchange are added to the total funding resources of Idaho Vocational Rehabilitation. Third-party funding enables Idaho Vocational Rehabilitation to expand its service area and to utilize the available financial resources to maximum advantage. Projected funding in this area for FY 75 is $232,000 and for FY 76, $250,000. Third-party funding agreements have expanded the scope of services to clients who otherwise would have to be denied Vocational Rehabilitation assistance. By FY 80, it is anticipated that the entire state will be receiving some type of service, either through third-party funding or through the general program.

SIGNIFICANT DEVELOPMENTS AND GOALS OF
INSTITUTIONS AND DIVISIONS

STATE SCHOOL FOR THE DEAF AND THE BLIND

School for the Deaf

In conjunction with the College of Southern Idaho and the Department of Vocational Education the School for the Deaf conducted an exploratory program in vocational training. The program offered senior students four weeks of training in each of eight different vocational areas at the College. Daily sessions were for two hours duration.

The value of these new services is apparent since the majority of the graduates of this school will follow a skilled trade type of vocational career. This program enabled our school to provide a well-rounded vocational program and allow the students to make a wiser choice for future training.

It is quite pleasant to state that our athletic teams were unusually successful in basketball and track in 1974. For the second year in a row our basketball team narrowly missed going to the state tournament by losing in a double overtime to the high school that became the State 4A Champion. In track one of our runners won the one mile and two mile events in the State A-3 finals.

Other activities of note were in-service workshops; classes in total communication for adults in six of the larger cities in Idaho; scouting programs for both boys and girls; and, staff supervision of a class for pre-school hearing impaired children in the Idaho Falls area.

School for the Blind

A study directed by the State Board of Education and conducted by Teaching Research of Oregon College of Education was made concerning the education of all visually handicapped children in Idaho and a plan was recommended which would meet those needs. FY 1974 was the first year this program

was in full operation with services supplied to all areas of the state.

This new plan involving the residential school in Gooding as the directin resource center and itinerant teachers living and operating in six regional school districts of Idaho provides opportunities for blind and partially sighted students to attend the type of program that is best suited to their needs be it in regular classrooms in a local school or the residential school in Gooding.

In FY 1974 more visually handicapped students received services in their home communities. These are students who have not eceived any services before but are now being helped by quality programs which will aid them meet their full potentials.

In FY 1973, a majority of the state was contacted in a case finding effort to identify case loads of students for the six regions of the state. At the end of that year, 109 students had been identified for service for the 1973-74 school year. In all, the staff of six itinerant teachers living in the six regions of Idaho served 134 students during the 1973-74 school year. Some students were dropped because they did not need services at the present time but it is possible that their eye problems will indicate that they will need help in the next year or two. Even though some students have been discontinued the number being served is still climbing.

The 134 students served during the 1973-74 school year were provided with texts, materials, and the services of an itinerant teacher who visited them on a regular basis and helped them. Teacher advisement and informing parents of the progress and programs of these students were also important. The cost of these services was met from the budget of the School for the Blind; Title I, P.L. 89-313 funding; and, voluntary contributions of facilities in the local school districts and communities.

In the first year of operation of this program, $30,499 was spent for large print and braille textbooks, large print typewriters for the itinerant teachers' use, cassette recorders, a high speed tape duplicator, file cabinets and desk magnifiers. This amounts to about $256 per student. The total amount for each student which included $256 for materials plus the salaries of the itinerant teachers was $862.99. This was certainly a reasonable figure when compared with the alternatives of a residential type of education, which many of these students would have needed without itinerant services, or no services at all.

In January 1973, a proposal was submitted to the Bureau of Education of the Handicapped, Department of Health, Education and Welfare for a grant of $48,820 to begin a program for the early identification and education of preschool visually handicapped children 0 to 6 years of age. The terms of the grant made it renewable for a three-year period on a year to year basis. Although the project was supposed to begin in July 1973, notification of funding was not received until September and funding did not begin until October 1973. The late start in funding caused considerable change in original schedules. However, the program was established and services were rendered to approximately 27 families throughout the northern and western part of the state in FY 1974.

The overall objective of this program is to provide educational opportunities for all visually handicapped children in Idaho equivalent to those provided for children with normal sight by providing the adaptive materials, services, and training that would permit them to remain at home and attend schools in their home communities with their sighted peers.

The project met parent and family desires by eliminating or partially eliminating the need for separation of visually handicapped children from the home and community in order to receive equal opportunities. However,

keeping the children in the mainstream of education by grouping them with their sighted peers requires intensive involvement of parents at the preschool and early elementary age. Some areas in which parents need to be involved, yet many times are reluctant to effect because of feelings of inadequacy, included mobility, toilet training, eating skills as well as concept developments.

In August of 1972, the Idaho State School for the Blind was asked to provide a program for deaf-blind children as a unit of the Northwest Regional Center for Deaf-Blind Children. This program has allowed training and evaluation services for approximately 18 children who demonstrate impaired hearing and impaired vision to the extent that they are unable to function in classrooms for the deaf or for the blind, or who need special supportive services to function in such a classroom. Medical information showing such loss, or observations by trained personnel determined if the child demonstrated such loss.

The only existing program prior to that time was a diagnostic and evaluation center at Idaho State University Speech and Hearing Center in Pocatello. This program ended and the materials and records which they had were transferred to the Idaho School for the Blind. The first class started in September of 1972 with three students who were referred from the diagnostic and evaluation center. The number of students grew to eight before the year ended. It was anticipated that we would have a total of twelve students for the 1973-74 school year but fourteen full-time students were attending classes and other part-time students were being served. The total number of identified children grew to eighteen. This program really became fully operable in FY 1974.

In addition to the enlarged enrollment, facilities were expanded through the cooperation of the Idaho State School and Hospital at Nampa. A classroom was established during the summer of 1973 and continued int-

the regular school term. This unit was designed to provide evaluation of students at the Hospital as well as alleviate the space problems which have occurred in Gooding.

As we begin the third year of operation of the Idaho Unit of the Northwest Regional Center for deaf-blind children, we have an existing caseload of students which needs support and continuation of the innovations made in 1972-73 and 1973-74. Approximately eighteen children have received services of some degree from the Idaho Unit. Fourteen have been full-time students with others receiving evaluation and diagnostic services, parent counseling, home visits, and referral to other agencies having supportive services. This program has provided new hope to parents who had no place to turn for help in the training and education of their deaf-blind child. Some children had been placed in the State School and Hospital for the retarded with the idea that nothing could be done, but through parent involvement in the unit activities some are beginning to be accepted back into the family situations. This is encouraging to the staff and provides hope that these children may be able to receive acceptance if they can contribute to receive training to develop skills which prepare them for a place in the future world.

Goals

Provide educational opportunities for hearing and visually impaired children to enable them to acquire the skills and knowledge necessary to overcome their handicaps and become self-sufficient, contributing citizens.

Objectives

To inspire and help hearing and visually impaired children to achieve human relationships, attain economic efficiency and assume civic responsibility.

To provide quality services in all areas of education as outlined by the

State Department of Education.

To provide the necessary educational, operational and maintenance equipment and materials to promote improvement and expansion as well as timely replacement of worn-out items.

To operate a residential school in Gooding to serve deaf, blind and deaf-blind children.

To establish the residential school as an administration and resource center for all educational programs serving the hearing and visually impaired children of Idaho.

To continue to teach and improve the communication skills of deaf students throughout their school careers.

To teach braille to all students who are unable to read large print.

To teach blind students to become mobile and independent.

To provide instruction and counseling to visually impaired children 0 - 6 years of age and their parents.

To use Federal funds efficiently and effectively to promote expansion of services and initiate new educational programs for hearing and visually impaired children in Idaho.

To locate hearing and visually impaired children, 0 - 19 years of age, and determine which children qualify for service.

To improve and expand certain phases of the residential program for deaf and blind students.

To operate a statewide itinerant program to increase the achievement levels of visually handicapped children attending schools in their home communities.

To continue to provide a high quality educational program for deaf-blind children.

To improve and expand early childhood activities to visually impaired children 0 - 6 years of age and their parents on a statewide basis.

SIGNIFICANT DEVELOPMENTS AND GOALS OF INSTITUTIONS AND DIVISIONS

STATE LIBRARY

Library Services to the Blind and Physically Handicapped of Idaho, provided directly by the Idaho State Library from its facility in the Capitol Mall, Boise, became a reality in July of 1973. This program has continued to grow each month -- in materials available, in staff required, in citizens served, in volunteers utilized. 624 active patrons were transferred to Idaho from Utah, when service began here in the summer of 1973, and this number grew to 969 individuals by June of 1974. In addition, 31 nursing homes, schools, hospitals and libraries are receiving materials for group use. Circulation of Talking Books, cassettes, open reel tapes, braille and large type volumes and magazines totaled 21,113 from July to December and rose to 24,441 in the six months from January to June, 1974.

A large area of the State Library and Archives building has been rearranged to handle this new program. Basic Talking Books (a book which is read aloud and recorded on a long-playing disc) cassettes, and Talking Book magazines are furnished without cost to the agency, by the Library of Congress. Special slow-speed record players are also provided for eligible users, and a limited number of cassette players are available with priority to college students.

Other materials must be originated locally. A corps of volunteers have been recruited to read textbooks and record them on cassettes for students. Other volunteers tape books about Idaho and the Northwest, and special request materials not available from the Library of Congress.

Staff obtained through the Public Employment Program and the Neighborhood Youth Corps have been especially helpful in filling the gap between the small staff which could be diverted from other State Library programs, and the

great workload which has developed.

The program is very successful, as measured by the response of the users and their friends and relatives. Service organizations, such as the Lions Clubs, and some church groups have aided in the purchase of needed equipment, and extra copies of books and magazines. These contacts have helped spread the word about the program, and have been partly responsible for its rapid growth. The news media have provided helpful publicity, regarding both the availability of the service for Idaho's blind and physically handicapped and the need for volunteers to assist in the taping program.

The 1974 Legislature enacted a Regional Library Systems act, providing a framework for the joining together of local libraries in a cooperative system. The six geographical regions of Idaho, as used by most state departments, are the basis for the proposed systems, with the major public library in each region serving as the system headquarters. A library trustee from each participating library will become a member of the regional board.

The legislation did not provide special funding for the systems, but authorizes the receipt and expenditure of any public or private monies for the library service within the region.

The second item of library legislation enacted by the 1974 Legislature was an increase in the maximum permissive mill levy for the library districts, from the former 2 mills to a new 3 mills. Public libraries have been able to request a 5 mill levy from their city councils since 1963, and this enabling legislation should allow districts to more nearly meet the spiraling costs of rural library service.

Federal funding for libraries was very uncertain in the first half of FY74, with Library Services and Construction Act monies impounded, then

released partially, then finally released in full. The State Library Board was thus forced to utilize its $102,500 in State-grants-in-aid (General Fund monies) to maintain the Regional and Cooperative programs for several months. When federal funds were again available, the State funds were granted to the four new library districts which had been established in 1973 -- Jefferson, Oakley, Cambridge, and East Bonner -- to scholarships for library school training, an innovative video-tape project at Pocatello, and the remainder to construction grants.

Although Federal funds through the Library Services and Contruction Act had been available for public library remodeling, expansion, or new construction since 1965, they were a casualty of impoundment in FY73. When released in January of 1974 the State Library Board approved the use of the $134,000 for aid in projects at Twin Falls and at Caldwell. The State monies were granted to Bonners Ferry, Plummer, HorseShoe Bend, Orofino, and also to Twin Falls and Caldwell.

Although the federal or state construction grants are always small, they have been of great help in enabling 35 Idaho communities to improve their local library facilities. If federal funds are not restored, it will be doubly important to have more State monies for this program.

Library service for the disadvantaged was maintained on a small scale. Books in the Spanish language were purchased at the State Library, for loan to those local public libraries with a bi-lingual user group. Some aid was provided for the library maintained at the Caldwell Labor Camp. Advice and assistance was given to the growing library at the Fort Hall Shoshone-Bannock Reservation, as they prepared to move into the new Human Resources Development Center. The major State Institutional library continues to be that at the State Correctional Institution, and expanded quarters at the new Site have been helpful. In the current educational program there, reading

books from the library has received greater emphasis. The health institutions have not emphasized the library as part of the rehabilitative program in recent years, and have done little to pick up funding for staff and materials as federal funds became more uncertain.

Objectives and goals:

To improve public library service statewide, through grants-in-aid from state and federal funds, with major emphasis on regional cooperation

To establish and thus pay grants to at least three new library districts each year.

To provide scholarships, tuition or workshops to aid library personnel in updating skills.

To provide aid for cooperative library projects, from state and federal funds, with goal to fully match local funds by 1980.

To assist public libraries with needed construction projects, through state and federal funds.

To provide matching construction grants to assist in remodeling or constructing at least four library buildings per year.

To maintain a specialized library for statewide use by governmental departments and by libraries, as primary users.

To add approximately 3,000 new books per year, and 80 new films per year.

To answer at least 400 queries per month, 4,800 per year.

To circulate (find, ship, record, receive again and return to shelves) 28,000 books per year.

To circulate (book, confirm, ship, receive again, inspect/clean/repair/ return to shelves) 200 films per month.

To cooperate in serving the library needs of special groups: Disadvantaged Institutionalized, Blind and Physically Handicapped.

To serve approximately 1,000 patrons who cannot read normal printed books and other library materials, with an estimated 1/2 hour required per patron per week, and an estimated 10% annual growth in patrons.

To provide three paperback books per man at Idaho State Correctional Institution, plus special requests weekly.

To continue as direct liaison agency for Fort Hall and Caldwell Labor C libraries, and those libraries in state health institutions.

To provide staff assistance in solving library problems, with administration of state and federal grant programs often part of the solution.

To maintain LILIY teletype network at major academic and public libraries.

To maintain liaison with all Idaho libraries, by mail, phone, or personal visit.

To assist State Departmental libraries, collect, house, distribute and/or list selected federal and state documents.

To continue microfilming of old Idaho newspapers.

To maintain contract with Bibliographic Center, University of Washington, for location of requested library materials not available in Idaho.

To seek adequate space for all operations of the State Library.

To continue efforts to obtain state funding for Phase II of the State Library & Archives building, expansion of 5,625 sq. ft. in basement and also on main floor.

SIGNIFICANT DEVELOPMENTS AND GOALS OF INSTITUTIONS AND DIVISIONS

STATE HISTORICAL SOCIETY

To identify and to preserve appropriate cultural resources (significant buildings, sites, objects, and photographs and documents) while they still remain; to provide educational materials relevant to Idaho's past; to create an awareness of Idaho's heritage in people of all ages; and to serve state and local government agencies in historical and archival matters.

Accomplishments during the year in achieving these objectives include preparation of a short history of Idaho (the only such volume in print, aside from texts designed for students in the fourth grade); development of major permanent new museum displays, as well as a series of temporary special exhibits; sponsoring of important historical meetings (including the annual Idaho Historical Conference, the first National Ghost Town Conference of the National Trust for Historic Preservation, and a meeting of the Northern Pacific Chapter of the Society of Architectural Historians); participation in a water resources study of the Boise Project and a Bureau of Outdoor Recreation study of the Oregon Trail; historic preservation planning and sites registration in the program of the National Register of Historic Places; and development of a mining museum in the United States Assay Office. Completion of the latter project has high priority.

Permanent museum displays include an Idaho pioneer bank exhibit (prepared with support from the Idaho Bankers' Association) and the magnificent Falk dining room (salvaged in cooperation with Saint Luke's Hospital and the Idaho Historical Auxiliary), which were featured in an open house that had actors recreate life in Idaho of past generations in the more important permanent exhibits. A regular sequence of temporary museum displays include

features such as cattle ranching, original manuscripts of the American Revolution (provided by the Smithsonian Institution and the Idaho Bicentennial Commission), and the Basques of Idaho.

In cooperation with the State Bicentennial Commission, the State Historical Society joined in a Bicentennial publication program, with a revolving fund to keep appropriate publications available in print. Regular historical and genealogical library services, along with archival service, educational programs at all levels--elementary through adult--and service to local historical agencies in all parts of the state continued throughout the year. Important photograph collections and objects were acquired for preservation and display in a program that has continued over many years.

In 1974 the legislature voted to preserve the old 1869 state penitentiary for cultural and historic values, and the State Historical Society obtained a $49,864 planning grant from the National Endowment for the Arts in order to facilitate this project. The Society will join in development of an interpretive center and museum there. With assistance from Nez Perce National Historic Park in interpretation of the 1862 Pierce courthouse, and with strong local support for an expanded program at the Franklin Pioneer Relic Hall, the State Historical Society at last is able to assist in interpreting Idaho's heritage at sites preserved by our agency in all sections of the state. Cooperative efforts with 24 local societies and the regional Upper Snake River Valley Historical Society extend this program to reach most of the citizens in Idaho.

SIGNIFICANT DEVELOPMENTS AND GOALS OF
INSTITUTIONS AND DIVISIONS

IDAHO PIONEER ASSOCIATION

This state building has been operated and maintained for many years with an annual $1500 appropriation. With inflationary increases in costs, the amount of time the building can be kept open to the public has decreased. Tourist and school visitation constitute the major workload pressure in this historic community--Idaho's oldest town. An extra cost in 1974 came with the need to reroof the entire building, a $4000 project that almost triples the budget for that year. A more adequate funding base, increased to match increasing costs of the past two decades, in needed urgently.

SIGNIFICANT DEVELOPMENTS AND GOALS OF
INSTITUTIONS AND DIVISIONS

COLLEGE OF SOUTHERN IDAHO

The College of Southern Idaho recognizes the value of each individual. Therefore, a major emphasis in this past year has been in developing our student skills center. This center which provides courses and background study for approximately 250 students also has a total of 14 credit courses. Some of the areas of specialization are developmental reading, English as a second language, and effective study skills.

The significant areas within the Vocational department are 1) the implementation of deaf curriculum developments, 2) the addition of a video tape studio, 3) the high student placement ratio, 4) the fact that all programs were full this year to overcapacity, and 5) the low dropout rate.

Our major goal is to provide comprehensive transfer curricula and to place the vocational graduates of our programs in gainful employment. This is achieved by providing individual guidance for placement within programs and a well-qualified staff providing relavent curricula.

SIGNIFICANT DEVELOPMENTS AND GOALS OF
INSTITUTIONS AND DIVISIONS

NORTH IDAHO COLLEGE

During FY 1974 North Idaho College proceeded with the construction of a new $1,176,907 general science building. The Idaho Legislature authorized $897,979 from the Permanent Building Fund for the project and the Federal Government provided $278,928 in matching H.E.F.A. funds. The Second Regular Session of the Forty-Second Idaho Legislature appropriated $1,747,000 from the Permanent Building Fund for construction of a new vocational education building on the Coeur d'Alene campus. The building is to be completed by January, 1976. During the year the College District continued to expend local funds for the acquisition of property adjacent to the campus to expand the land area available to the college for future growth. The present campus encompasses 35 acres.

With regard to the educational program, the principal enrollment growth was recorded in hobby, recreational, and special interest courses. The "Popcorn Forum" guest lecture series, designed to supplement instructional efforts in several areas, was expanded. The series included many regionally and nationally recognized speakers and achieved marked success. A steady increase in requests for community services and community use of college facilities were accommodated. Significant increases in activity were noted in data processing services for other governmental agencies, criminalistic laboratory services to area law enforcement agencies and large group meetings requiring use of the gymnasium and other large meeting areas.

In March 1974, the N.I.C. Wrestling team won the National Junior College Athletic Association Wrestling Meet in Worthington, Minnesota to capture the nation's highest honor in junior college wrestling.

Because of the College's unusually attractive natural setting on the shores of Lake Coeur d'Alene, special summer programs have grown steadily. The internationally famous school of classical bagpiping reached a record enrollment of 152. Summer wrestling camps also experienced a substantial growth in popularity.

North Idaho College seeks to fulfill its educational mission by providing:

College transfer programs paralleling the freshman and sophomore studies offered at the University of Idaho, state colleges, private colleges and other accredited senior institutions of higher learning.

Paraprofessional programs leading directly to careers in education, government, health, commerce, and industry.

Vocational and technical training to qualify graduates for entry into employment in business, industry, and government.

Continuing education for local residents desiring to upgrade occupational skills, pursue special interests or broaden their intellectual and cultural experiences.

A general studies program intended to permit students to become acquainted with the various areas of knowledge, to develop competence in basic skills or to enhance personal understanding, development, and satisfaction.

Guidance and counseling services to assist the student in determining realistic educational goals, in evaluating and understanding himself and in formulating goals and values conducive to successful living.

Community services that utilize existing facilities and staff to offer additional educational, vocational, cultural, and recreational opportunities to individuals, groups or organizations in the service area.

An extra-curricular activity program that seeks to aid in the total development of the student by offering opportunities to join with other students in the pursuit of social, recreational, and cultural interests outside of the classroom.

ESTIMATE OF NUMBER OF COPIES
OF ANNUAL REPORT NEEDED AND
PERSONNEL COSTS FOR PREPARATION

Institution or Agency	No. of Copies	No. of Personnel	Total Costs
Office of the State Board of Education	250	1	25
State Department of Education	15	5	80
University of Idaho (General Education)	20	4	64
University of Idaho (Agricultural Research)	20	4	52
University of Idaho (Coop. Extension Service)	20	4	50
University of Idaho (Short Term Applied Research)	20	4	30
University of Idaho (Forest Util. Research)	20	4	19
Idaho State University	20	5	122
Boise State University	1	5	144
Lewis-Clark State College	2	3	53
Vocational Education	25	2	425
East. Idaho Vocational-Technical School	10	4	232
Vocational Rehabilitation	50	4	36
State Sch. for the Deaf and the Blind	12	3	184
State Library	200	2	560
State Historical Society	100	2	33
Idaho Pioneer Association **	0	1	2
College of Southern Idaho	20	2	48
North Idaho College	3	2	91
TOTAL	808	61	2,260